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Global Center Resource Catalogue

August 2012: enhancing partnership capabilities

Wirtz, James J.

Monterey, California, Naval Postgraduate School

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Global Center for Security Cooperation
Consortium Resource Catalogue
August 2012



Enhancing Partnership Capabilities
Deconfliction - Coordination - Integration

Notice:

The *Global Center Consortium Resource Catalogue* is compiled annually by the Global Center for Security Cooperation, an entity of the Office of the Secretary of Defense under the administration of the Defense Security Cooperation Agency. It is intended for planners, programmers and educators/trainers working in the field of International Partner Education.

Although every effort is made to insure that information is accurate and current as of the publication date, we cannot guarantee the data included herein. Contact the individual school for the latest schedules and course materials. We welcome updates and corrections; please send to:

Global Center for Security Cooperation
ATTN: Knowledge Manager
1 University Way
Code 9500
Monterey, CA 93943

Email: calim@nps.edu
Phone: 831-656-1105

This publication is also available online at www.globalcenterlink.org



Global Center for Security Cooperation

An OSD Entity



Welcome to the third edition of the Global Center for Security Cooperation Consortium Resources Catalogue. The catalogue was created to meet increasing demands for a comprehensive “one-stop shopping” publication of international education providers. Previous editions have proven extremely popular, with numerous requests for copies from throughout the IPE community, from policymakers to program executors.

With additional members to our consortium, this edition of the catalogue provides an even greater overview of programs offered across the globe. The catalogue offers a complete listing of curriculum and courses offered at each of the 26 institutions within the consortium. It also highlights a brief description of their missions, history, and available expertise.

The Global Center is dedicated to helping users leverage these world-class resources for the betterment of U.S. International Partner Education efforts. We hope that you will find this catalogue a useful product to more easily access the research, education, and available resources at your partner institutions.

For more detailed information about the programs listed in this catalogue or for the most current information about course offerings, we encourage you to contact our consortium members directly.

Sincerely,

A handwritten signature in black ink, reading "James J. Wirtz".

James J. Wirtz
Director, Global Center for Security Cooperation

GLOBAL CENTER STAFF

Executive Director: COL (Ret) Tom Ellzey

Operations Officer: Warren Hoy

Academic and Knowledge Manager: Chamnan Lim

Page 5	Global Center for Security Cooperation (GCSC)
Page 6	Africa Center for Strategic Studies (ACSS)
Page 12	Air University (AU)
Page 40	Army Medical Department Center & School (AMEDDC&S)
Page 57	Asia-Pacific Center for Security Studies (APCSS)
Page 71	Center for Civil-Military Relations (CCMR)
Page 107	Center for Disaster and Humanitarian Assistance Medicine (CDHAM)
Page 111	Center for Hemispheric Defense Studies (CHDS)
Page 121	Center for Excellence in Disaster Management and Humanitarian Assistance (COE-DMHA)
Page 127	Defense Institute of International Legal Studies (DIILS)
Page 143	Defense Institute for Medical Operations (DIMO)
Page 169	Defense Institute of Security Assistance Management (DISAM)
Page 178	Defense Language Institute English Language Center (DLIELC)
Page 184	Defense Language Institute Foreign Language Center (DLIFLC)
Page 187	Defense Resources Management Institute (DRMI)
Page 199	George C. Marshall European Center for Security Studies (GCMC)
Page 212	Inter-American Air Forces Academy (IAAFA)
Page 224	International Health Specialist Program (IHS), US Air Force
Page 225	Joint Special Operations University (JSOU)
Page 237	Marine Corps Security Cooperation Group (MCSCG)
Page 239	Naval Post Graduate School (NPS), School of International Graduate Studies (SIGS) U.S. Partnership for Peace Training and Education Center (USPTC)
Page 277	Naval Education and Training Security Assistance Field Activity (NETSAFA)
Page 280	Naval Small Craft Instruction and Technical Training School (NAVSCIATTS)
Page 287	NATO School
Page 303	Near East South Asia (NESA) Center for Strategic Studies
Page 309	USMC Training and Education Command (TECOM)
Page 313	Western Hemisphere Institute for Security Cooperation (WHINSEC)

The Global Center is the only entity within DoD that tracks International Partner Education events of all kinds (resident and non-resident courses, conferences, seminars, workshops, etc.) conducted by numerous schools/centers, using all fund sources.

Aggregating information allows GCSC to **support collaboration** efforts among providers and identify potential overlaps, conflicts, or undesired redundancies.

GCSC provides **more effective, efficient, and valuable** application of DoD International Education resources in accordance with Defense Security Cooperation Guidance.

Mission

The Global Center for Security Cooperation organizes and manages a consortium of the Defense Department's International Partner Education providers in order to coordinate, integrate and deconflict their efforts, to enhance OSD policy dissemination, and to increase awareness of DoD partner nation education and training resources, consistent with OSD priorities.

Product/Service Descriptions

Calendar of Events

- Includes all member courses, seminars, conferences, etc.
- Searchable by date, location (country, city), subject area, course title, etc.
- Viewable in calendar, spreadsheet, or timeline views

Database of Professional Resources

- Hundreds of academics and practitioners in numerous fields and concentrations
- Searchable by name, academic field, institution

Curriculum Reviews

- Conduct a review to ensure planned courses are properly focused, current, thorough and effective

Functional Reviews

- Ensure entire programs are conducted IAW OSD and other guidance and priorities

Communities of Interest

- Provide platform for stakeholders to collaborate and increase efficiency of IPE efforts

Online Library of Defense Department Policy and Guidance Documents

Archives of After-Action Reports

Increased Visibility of Member Activities

Provides marketing tools for members seeking to increase their visibility. Products include:

- Weekly Snapshots: emailed directly to over 1500 subscribers throughout DoD
- Semi-Annual Newsletter with member highlights
- Catalogue of International Partner Education Resources
- Common Operating Picture



"The Global Center provides support to our 26 Consortium members, with our common operating picture providing comprehensive analysis that integrates and deconflicts programs. We offer initiatives to improve communication and collaboration amongst our stakeholders. We strengthen the capabilities of our members to exchange ideas and best practices. Moreover, we help leverage our limited resources so that our nation can obtain the maximum positive impact from the education we provide to our partners."

Dr. James J. Wirtz, Ph.D.
Director

Global Center for Security Cooperation

Dr. James J. Wirtz, Ph.D.
Director

<http://www.nps.edu/academics/centers/GCSC>
<https://globalcenterlink.org>

Phone: (831) 656-1110
Fax: (831) 656-1111

Naval Postgraduate School
1 University Circle
Code 9500
Monterey, CA 93943



Africa Center Headquarters

AMB (ret.) William M. Bellamy,
Director

www.africacenter.org

Phone: +1 202 685-7300
Fax: +1 202 685-3210

National Defense University
300 5th Avenue, Building 62
Fort McNair
Washington, DC 20319-5066

Regional Office East Africa, Africa Center

Phone: +251 1 157 42 03

U.S. Embassy
Entoto Street
P.O. Box 1014
Addis Ababa, Ethiopia

Regional Office West Africa, Africa Center

Phone: +221 33 860 61 90
x3124
Fax: +221 33 820 21 17

Petit Ngor
B.P. 49
Dakar, Senegal

Mission

The Africa Center is the preeminent Department of Defense institution for strategic security studies, research, and outreach in Africa. The Africa Center engages African partner states and institutions through rigorous academic and outreach programs that build strategic capacity and foster long-term, collaborative relationships.

The Africa Center for Strategic Studies (ACSS) supports United States foreign and security policies by strengthening the strategic capacity of African states to identify and resolve security challenges in ways that promote civil-military cooperation, respect for democratic values, and safeguarding human rights.

History

The House National Security Committee of the U.S. Congress, in its National Defense Authorization for 1996, requested that the Department of Defense develop an African Center that would “encourage a broader understanding on the African continent of military matters compatible with democratic principles and civilian control.” In March 1998, President Bill Clinton made the first major trip to sub-Saharan Africa by a U.S. president in over 20 years. While there, he discussed promoting a US-Africa partnership for the 21st century based on mutual respect and mutual interest, and announced the intention to establish a regional African center “designed in consultation with African nations and intended to promote the exchange of ideas and information tailored specifically for African concerns,” according to a White House fact sheet from April 1998. Assistant Secretary of State for African Affairs Susan Rice later explained that the center would “provide a forum for senior military and civilian officials to explore together complex defense policy issues and provide training to strengthen civil-military relations in burgeoning democracies.”

In March 1999, the Africa Center for Strategic Studies (ACSS) was formally established in Arlington, Virginia. The Africa Center’s first event was its Senior Leaders Seminar in Dakar, Senegal, in May 1999, bringing together 115 senior-level civilians, flag-level military officers, and representatives of civil society from Africa, Europe and the United States. Fifty African nations were represented.

Through mid-2011, the Africa Center has hosted 113 academic programs with more than 4,500 total participants. In addition, since 2007, ACSS has hosted more than 175 outreach events focused on alumni communities and involving more than 8,500 attendees.

ACSS is dedicated to promoting good governance and democratic values in the defense and security sectors around the globe, and to establishing long-term active communications with African leaders across the continent, as well as deepening the discussion and debate on African security issues in order to see a more peaceful and prosperous continent. The Africa Center accomplishes this through a comprehensive program of seminars, symposia, conferences, research, and other academic programs, as well as through a range of outreach activities and programs in Africa, Europe, and the United States.

Since 2005, the Africa Center has been co-located with the National Defense University, with ACSS situated in a group of historic pre-Civil War buildings in the heart of Fort Lesley J. McNair in Washington, D.C. In 2006 and 2008, the Center opened two regional offices, one in Addis Ababa, Ethiopia, and one in Dakar, Senegal, to strengthen relationships with African governments, international organizations, the African Union and sub-regional organizations, and other partner institutions across the continent, as well as to foster strong working ties with African defense, military, and civic leaders while advancing common policy objectives.

Curriculum Descriptions

Program Schedule FY13

Foundational Programs

AFRICAN EXECUTIVE DIALOGUE

Description: This seminar brings together senior military and civilian leaders at the ministerial and Chief of Defense/Deputy level to analyze specific African security challenges in order to arrive at workable solutions.

Audience: Executive African military and civilian leaders.

SENIOR LEADERS SEMINAR

Description: The seminar focuses on a comprehensive definition of security that reflects African realities and challenges by accounting for human and traditional security concerns, emerging threats, and good governance. The primary program deliverable will be a concrete set of recommendations to guide the development of security strategies within participating countries.

Audience: One senior military and one senior civilian official from each African country.

NEXT GENERATION OF AFRICAN SECURITY SECTOR LEADERS COURSE

Description: This program provides mid-grade (Major/Lieutenant Commander to Lieutenant Colonel/Commander) African military officers with practical and effective tools they can draw upon to contribute to their nations' security and development. The program addresses the key themes of leadership, ethics, and strategic analysis of security issues.

Audience: Mid-level military officers (O4-O5) and security sector professionals with significant responsibility and recognized leadership potential.

AFRICAN DEFENSE ATTACHÉ SEMINAR —WASHINGTON, DC

Description: This seminar is designed to acquaint African Defense Attachés and African embassy personnel who have security portfolios with the structures and workings of the U.S. government & policies pertaining to Africa.

Audience: African Defense Attachés and local African embassy personnel assigned to the Washington, D.C. area.

INTRODUCTION TO AFRICAN SECURITY ISSUES

Description: This is an introductory-level seminar designed to provide a basic understanding of political, social, military, and economic aspects of security in Africa and to introduce major U.S. policies and programs regarding Africa.

Audience: U.S. government officials with little or no background in African security issues but who have duties/responsibilities relating to Africa.

Thematic Series

MANAGING SECURITY RESOURCES IN AFRICA

The seminar provides a capacity-building opportunity for practitioners and policymakers responsible for resource management in Africa's security sector. This seminar will bring together one military and one civilian representative from each participating African country; representatives from the United States and various European governments; and representatives from security-related international and regional organizations.

Audience: African military and civilian officials responsible for resource management or for making policy affecting resource management decisions.

Curriculum Descriptions (continued)

EAST AND HORN OF AFRICA TRANSNATIONAL THREAT WORKSHOP

Description: Building on ACSS's regional economic community (REC) engagement programs, including an Economic Community of West Africa States (ECOWAS) and an East African Community (EAC) program, this seminar will engage the countries that constitute the Intergovernmental Authority on Development (IGAD) and the EAC. This workshop will explore ways of advancing REC cooperation and coordination in the region.

Audience: Civil and military representatives from East Africa and Horn of Africa countries.

COUNTERING VIOLENT EXTREMISM IN THE SAHEL

Description: This workshop will take a strategic look at current trends in radicalization in the Sahel; assess key drivers enabling recruitment, community support, and environments conducive for violent extremist organizations to operate; discuss ways of developing more holistic approaches between governments and civil society in order to address radicalization challenges; and share best practices across countries and sub-regions.

Audience: Select Sahelian and North African Countries

SECURITY SECTOR REFORM AND TRANSFORMATION (SSR/T) WORKSHOP: WEST AFRICA

Description: This SSR/T Workshop series brings African security sector decision makers together to discuss the challenges of implementing security sector reform initiatives and strategize on the best ways to overcome those challenges. The workshop is designed to help African partner states improve the way they and their associated security sector stakeholders provide safety, security, and justice to their populations. The program builds African security capacity, enhances professionalization within African security sectors, strengthens rule of law, and enhances civil-military relations.

Audience: Senior West African military, police, and parliamentary defense committee officials.

SECURITY SECTOR REFORM AND TRANSFORMATION (SSR/T) WORKSHOP: EAST AND CENTRAL AFRICA TANZANIA (T)

Description: This SSR/T Workshop series brings African security sector decision makers together to discuss the challenges of implementing security sector reform initiatives and strategize on the best ways to overcome those challenges. The workshop is designed to help African partner states improve the way they and their associated security sector stakeholders provide safety, security, and justice to their populations. The program builds African security capacity, enhances professionalization within African security sectors, strengthens rule of law, and enhances civil-military relations.

Audience: Senior East and Central African military, police, and parliamentary defense committee officials.

Partnership Programs in Support of U.S. Africa Command

MARITIME SAFETY AND SECURITY TOWARDS ECONOMIC PROSPERITY SEMINARS

Description: This seminar, in support of the US Departments of State and Defense and US Africa Command, focuses on Africa's maritime domain as an area where public and private maritime interests intersect and how best to collaborate in the promotion of those interests. Seminars will explore with intraregional and international partners regional strategic approaches to address a broad range of illicit maritime challenges that impact national and regional security, with implications for global security. These seminars will help establish a common framework among maritime states of these regions to facilitate functional linkages and regional solutions based upon common perspectives and national security legal frameworks for cooperation.

Audience: Senior African and U.S. government officials as well as NGO and private sector representatives.

U.S. AFRICA COMMAND ACADEMIC SYMPOSIUM AFRICA ACADEMIC SYMPOSIUM

Description: The Academic Symposium series seeks to provide listening/learning opportunities for the U.S. Africa Command, strengthen institutional capacity, develop human capital, foster sustained engagement, build mutually beneficial relationships with the Academic community, and promote a better understanding of U.S. Africa Command roles and objectives.

Audience: African, European and U.S. academics with expertise in African security-related subjects.

Curriculum Descriptions (continued)

COMBINED JOINT TASK FORCE – HORN OF AFRICA (CJTF-HOA) SECURITY SEMINAR

Description: The Africa Center provides a two-day Horn of Africa Security Seminar annually to the incoming CJTF-HOA staff as part of their task force training program conducted at Second Fleet Headquarters in Norfolk. This program supports U.S. Africa Command (USAFRICOM) advanced African security studies programs and provides the new staff with in-depth presentations on critical sub-regional security issues impacting the CJTF-HOA area of operations.

Audience: Incoming CJTF-HOA staff

US AFRICA COMMAND ADVANCED AREA STUDIES SEMINAR

Description: This graduate-level seminar for USAFRICOM staff is designed to examine leading threats and challenges in Africa; major historical, political, economic, and cultural forces affecting the African security landscape; and the interests and constraints shaping the security-related policies and programs toward Africa of the United States government and other influential external actors. The conference will serve contractors and U.S. government personnel in U.S. Africa Command who already have knowledge about the continent and may have visited, worked, or lived on the continent.

Audience: Contractors and U.S. government personnel in U.S. Africa Command

AFRICAN DEFENSE FORCES JOINT WARRANT OFFICERS SEMINAR

Description: Sponsored by US AFRICA COMMAND, this seminar promotes discussion focusing on U.S. policy towards Africa, security challenges in Africa, peace support operations, counternarcotics, counterterrorism, health and readiness, civil-military relations, and maritime security. The seminar will serve NCOs and Warrant Officers who have demonstrated the ability to operate, or who already operate, at a Defense/Force level. This seminar introduces key issues useful for Warrant Officers/Sergeants Major operating at the Defense/Force level to better support strategic security operations.

Audience: Senior Warrant Officers and Non-Commissioned Officers from African militaries.

Outreach Programs

TOPICAL OUTREACH PROGRAM SERIES (TOPS)

Description: The program is designed to deepen relationships with the more than 4,000 African security professionals, from nearly every nation in Africa, who have attended ACSS events and courses. TOPS offers focused outreach and topical academic programs on U.S. policy and contemporary African security issues in the form of a rotating schedule of symposiums with alumni chapters in 28 nations, plus an international chapter, as well as with nations that do not have formal alumni chapters. Programs typically include a strategy session for community members; a topical symposium for community members and invited guests; and special events at the request of local US embassies. Since 2007, more than 175 TOPS-related events have taken place in 36 nations, involving 8,600 attendees, including both alumni and non-alumni members who are nonetheless involved with African security issues.

Audience: ACSS community members and other security professionals in Africa.

Leadership



Ambassador William M. Bellamy (ret.)
Director, ACSS

Provides guidance and direction for the African Center on professional academic programs for senior military officers and civilian officials concentrating on regional security issues, defense planning, civil-military relations and other subjects in accordance with Office of the Secretary of Defense and Combatant Command requirements. Organizes the resources necessary to achieve the Center's goal of providing an academic environment in which strategic issues can be addressed in support of the Department of Defense policies and objectives.



COL Mike Garrison, U.S. Army (ret.)
Deputy Director, ACSS

The Deputy Director is responsible for management of ACSS operations and has additional responsibility for educational program conceptualization, design, and implementation; representational and outreach; leadership and strategic planning and policy analysis.



Dr. Monde Muyangwa
Academic Dean

Oversees all curriculum and program development for the Africa Center, including in the areas of Security Studies, Counter-Terrorism, Civil-Military Relations, Defense Economics, and Conflict Management. Also responsible for management of all faculty and academic staff within ACSS and overseeing curriculum development.



Dr. John F. Kelly
Associate Dean

Responsible for assisting the Dean of Academics in the management and administration of Academic Affairs. Manages and supervises academic staff and leading faculty in translating the Africa Center's strategic vision into academic programs.



Ms. Danielle Buchanan
Chief of Staff

Serves as the principal consultant and advisor to the Director on internal management matters, administration, budget, programs, and the Center's daily operations. Supervises a combined U.S. government and contractor team and a broad range of administrative functions, including personnel, security, logistics, administrative services, fiscal affairs, resource management, facilities management and protocol.



Mr. Brad Minnick
Professor of Practice/Director of Communications and Community Affairs

Specializes in public diplomacy, explaining the Africa Center to U.S. and international stakeholders, and managing the Africa Center's ongoing relationships with more than 4,000 alumni and community members in nearly 30 African nations.



Mr. Kareem Oweiss
Director of Operations

He manages and develops policy and overall guidelines affecting operational functions of the Africa Center. He provides executive and management control over program planning, operations, logistics, and information technology in support of ACSS programs and the quality of services and products provided for staff, faculty, and participants.



Ms. Shearon Jackson
Director of Resource Management

Responsible for planning, directing and providing financial management to include oversight of personnel, contracting, budgeting, facility/ property management, procurement and security. Provide policy and human resource management guidance to Resource Management staff, responsible for oversight of longer term budget planning, budget formulation and execution to support operations.



Mr. Bradley Anderson
Regional Program Manager, East Africa Regional Office

Currently leads the East Africa Regional Office (EARO) which is located in Addis Ababa, Ethiopia. EARO strives to bring leaders together to create and maintain a global network of professionals with a shared commitment to addressing security-related challenges in Africa. The team also provides operational support for various topical programs held across the continent that allow participants to examine complex issues and seek African solutions.



Mr. David Brown
Senior Diplomatic Advisor

Advises on diplomatic and Dept of State matters while assisting the Director in representational responsibilities at conferences, events, and official functions in Washington, elsewhere in the US, as well as in Africa and other int'l locations.

Leadership (Continued)



Colonel Patrick de Vathaire
Senior French Representative

The Senior French Representative (SFR) is a key contributor to ACSS' overarching goals and objectives. The SFR fosters relationships between the French Republic and the United States within the defense and security domain and enhances ACSS relationships with Francophone Africa by actively contributing to ACSS programs and outreach initiatives on African security and defense issues.



Dr. Miguel Ferreira da Silva
Senior Portuguese Representative

The Senior Portuguese Representative (SPR) is a key contributor to ACSS' overarching goals and objectives. The SPR fosters relationships between the Portuguese Republic and the United States within the defense and security domain and enhances ACSS relationships with Lusophone Africa by actively contributing to ACSS programs and outreach initiatives on African security and defense issues.

Professional Resources



Mr. Thomas A. Dempsey
Chair for Security Studies

Specializes in security sector reform, rule of law, post-conflict transitions and peace operations.



Dr. Carolyn Haggis
Instructor

Oversees curriculum and program development for several of the ACSS's foundational programs including the Senior Leaders Seminar, the biannual Introduction to African Security Issues course for US gov't personnel, and a US gov't orientation course for newly-arrived African embassy personnel. Her areas of expertise include Africa's peace and security architecture, humanitarian intervention, and the "responsibility to protect."



Dr. Mathurin C. Hounnikpo
Academic Chair of Civil-Military Relations

Oversees curriculum and program development in the area of civil-military relations focusing on Africa's military history, democratic civil control of the security sector, and issues of accountability, transparency, and good governance.



Dr. Assis Malaquias
Academic Chair for Defense Economics

Oversees curriculum and program development in the area of defense economics focusing on sound practices for the management of security sector resources in Africa, the relationship between security strategy and the allocation/utilization of national resources, and appropriate budgeting and procurement models in Africa.



Dr. Benjamin P. Nickels
Assistant Professor of Transnational Threats and Counter Terrorism

Oversees curriculum and program development in the area of transnational threats focusing on effective practices that promote civil-military cooperation, respect for democratic values, and safeguard of human rights.



Dr. Joseph Siegle
Director of Research

Directs research programs aimed at generating practical policy analysis that can contribute to addressing on-going and over-the-horizon security challenges in Africa. Oversees Fellows program aimed at enriching understanding of Africa's strategic and security priorities by providing an international platform for African scholars and analysts.



Colonel Gene McConville
Senior Military Advisor, Academic Affairs

Oversees curriculum and program development in the area of International Crisis Response and Management. His areas of expertise include the Department of Defense, Interagency Collaboration/Operations, Embassy Operations, Political Military Affairs, Security Assistance, Counterterrorism and Civil Military Reform.



General of the Air Force Henry H. "Hap" Arnold said, "We must think in terms of tomorrow." At the Air University, we do just that.

The Intellectual and Leadership Center of the Air Force, the Air University is an accredited military education system that produces the future by developing leaders and warfighters today...for tomorrow.

All levels of Airmen, whether enlisted, officer, or civilian, as well as joint and coalition service members, are educated through in-residence or distance-learning courses to meet emerging geo-political challenges faced by the United States and our international partners. Cultivating adaptive, critical thinkers who will generate and disseminate new ideas is crucial to security, both here and abroad.

David S. Fadok
Lt Gen, USAF
Commander and President

Air University

www.au.af.mil

Phone: (334) 953-1110
Fax: (334) 953-3379

HQ AU/PA
55 LeMay Plaza South
Maxwell AFB, AL 36112-6335

Mission

As the intellectual and leadership center of the Air Force, Air University provides dynamic comprehensive education to prepare graduates to develop, employ, command, research, and champion air, space, and cyberspace power at all levels.

Air University provides the full spectrum of Air Force education, from pre-commissioning to all levels of professional military education, including degree granting and professional continuing education for officers, enlisted, and civilian personnel throughout their careers. AU's professional military education programs educate Airmen on the capabilities of air, space, and cyberspace power and its role in national security. These programs focus on the knowledge and abilities needed to develop, employ, command, and support air and space power at the highest levels. Specialized professional continuing educational programs provide scientific, technological, managerial and other professional expertise to meet the needs of the Air Force. Air University conducts research in air and space power, education, leadership and management. The university also provides citizenship programs and contributes to the development and testing of Air Force doctrine, concepts, and strategy.

History

The Wright Brothers established the first U.S. civilian flying school in Montgomery, Ala., in 1910. By the 1920s, Montgomery became an important link in the growing system of aerial mail service. In the early 1930s, the Army Air Corps Tactical School moved to Maxwell, and Montgomery became the country's intellectual center for airpower education.

Air University, established in 1946, continues the proud tradition of educating tomorrow's planners and leaders in air, space, and cyberspace power for the Air Force, other branches of the U.S. armed forces, federal government civilians, and international organizations. Today, Air University's reach spans not only the globe, but the careers of every Air Force member.

Organizational Structure

The university's primary operating locations are concentrated on three main installations. Most AU programs are located at Maxwell AFB in northwest Montgomery; some are located across town at the Maxwell-Gunter Annex; one is located at Wright-Patterson AFB, Ohio; and another at Edwards AFB, California. Although AU draws students from throughout the Department of Defense (DOD) and from the military forces of other nations, its mission is more easily described in terms of the two main groups it is primarily organized to serve: US Air Force commissioned officers and enlisted members.

Air University institutions include the Carl A. Spaatz Center for Officer Education (the Spaatz Center), Curtis E. LeMay Center for Doctrine Development and Education (the LeMay Center), Jeanne M. Holm Center for Officer Accessions and Citizen Development (the Holm Center), Thomas N. Barnes Center for Enlisted Education (the Barnes Center), Ira C. Eaker Center for Professional Development (the Eaker Center), Headquarters Civil Air Patrol, and several other support organizations. Support for the AU organizations on Maxwell-Gunter is provided by 42d Air Base Wing, the host organization. Another important part of AU is the Air Force Institute of Technology (AFIT), located at Wright-Patterson AFB and the United States Air Force Test Pilot School (USAFTPS) at Edwards AFB, California.

Curriculum Descriptions

AIR WAR COLLEGE

MASTER OF STRATEGIC STUDIES AND DIPLOMA PROGRAM

Mission. To prepare students to lead in a joint environment at the strategic level across the range of military operations; to develop cross-domain mastery of joint air, space, and cyberspace power and its strategic contributions to national security; and to advance innovative thought on national security, Department of Defense, and Air Forces issues.

Curriculum.

- The AWC resident program class membership includes officers from each US military service, civilian employees of federal government agencies, and officers from the international community. International fellows who qualify for entry in the AWC program are enrolled in the AWC senior-level PME program and may choose to apply for admission to the master of strategic studies degree program.
- International Fellows receiving the diploma participate in core 6200–6800-series courses and elective courses, Solo Challenge War Game, National Security Forum, and the Commandant's Leadership Series lectures. Students earning the diploma may enroll in the research course. Core courses completed for the diploma are graded on a pass/fail basis; elective courses are taken in an audit status.

Duration. The resident program consists of 10 months of graduate-level study. As the senior Air Force PME school, AWC annually educates about 240 resident students from all US military services, federal agencies, and 45 other nations.

Eligibility. Lieutenant colonels and colonels or the equivalent in sister-service rank or civil service grade are eligible to attend AWC.

Admission Requirements for International Fellows. To be admitted to the master of strategic studies degree program, selected individuals must (1) present proof of academic capability by either holding a qualifying undergraduate degree (US bachelor's degree or its equivalent) or meet academic credentials admission requirements through the portfolio admission process; (2) meet the AU score standards for the Internet-Based Test (iBT) or Paper-Based Test (pBT) of the Test of English as a Foreign Language (TOEFL) unless from an English-speaking country; and (3) complete the TOEFL for scores to be submitted to the AU Registrar's Office in accordance with AU deadlines.

Course Title	Semester Hours
EL 6000 Electives	4
RES 6100 Research	5
LD 6200 Joint Strategic Leadership	3
NSDM 6300 National Security and Decision Making	3
FS 6400 Foundations of Strategy	5
WAR 6500 War Fighting	6
RCS 6600 Regional and Cultural Studies	4
GS 6700 Global Security	3
WG 6800 Global Challenge War Game (pass/fail)	3
Total	36

Note: All courses must be taken in residence at AWC. Courses taken in the distance learning program may not be used to satisfy course requirements of the resident master's degree or diploma.

Curriculum Descriptions (Continued)

The AWC resident curriculum includes core curriculum and an elective program. The core curriculum consists of four major areas: leadership and ethics, international security studies, national and military strategy, and joint warfighting. The AWC resident curriculum consists of the following course offerings by the dean of resident programs and the Departments of Strategy, Leadership and War Fighting, and International Security Studies.

RES 6100 RESEARCH - 5 Semester Hours

The research requirement allows students to perform indepth critical analysis on a subject of US national security interest. The research process provides the opportunity to improve student argumentation and expression skills while creating products that address strategic and operational issues and topics vital to the national security community and its senior leadership. For successful completion of the research course requirement, students must produce a professional studies paper (PSP) that does not exceed 5,000 words or approximately 20 pages in length. Most research will be conducted as an individual effort, but the AWC may offer selected students the opportunity to complete this requirement via a faculty-led group research project. Resident diploma pass/fail grade status for this course will be coded as “-P” after the course number.

LD 6200 JOINT STRATEGIC LEADERSHIP - 3 Semester Hours

The Joint Strategic Leadership (JSL) course introduces and develops the concepts and skills required of professional leadership through an examination of responsible command, leadership, and management practices. Successful leadership at the strategic level in today's environment calls for unique sets of knowledge, skills, and abilities. The course facilitates these objectives through thoughtful reflection, critical assessment, creative thinking, and consideration of the issues found in the current volatile, uncertain, complex, and ambiguous environment. At the conclusion of the course, the students will better understand the role of leaders as change agents for their organizations and the expanding challenges of leading at the strategic level. Resident diploma pass/fail grade status for this course will be coded as “-P” after the course number.

JSL I - Strategic Thinking. This directed-reading course introduces students to several influential arguments regarding thinking and decision making at the strategic level. Specifically, students will read three influential studies examining the use of historical analogies by decision makers, the impact of complexity in international relations, and the difficulty of predicting sudden and significant changes in the international environment.

JSL II - Advanced Strategic Leadership. The Advanced Strategic Leadership course evaluates the skills needed to lead in a joint, intergovernmental, interagency, and multinational strategic environment. It focuses in particular on the complexities and unique challenges involved in leadership at the senior level. Through a series of historical and contemporary case studies, students examine senior leader decision making, the impact of ethics on senior leadership, the role of the senior leader as an agent of organizational transformation and change, failures in leadership, and leadership in extremism.

NSDM 6300 NATIONAL SECURITY AND DECISION MAKING - 3 Semester Hours

The National Security and Decision Making (NSDM) course assesses the context and processes for developing US security strategy and policy as well as the use of the national instruments of power in support of that policy and strategy. The context assessment encompasses the overarching political and economic currents that influence global, regional, and national security environments. The course assesses the influence of various institutions and factors on the national security decisionmaking process, including individual psychology, bureaucratic politics, Congress and the presidency, interest groups, public opinion, think tanks, civil-military relations, intelligence, and the interagency process. The course synthesizes context and processes by analyzing the politics of planning, developing, and acquiring military forces. To enhance the practical elements of the curriculum, the course includes instructional periods that incorporate State Department members in the seminar. Resident diploma pass/fail grade status for this course will be coded as “-P” after the course number.

Curriculum Descriptions (Continued)

NSDM 6300-G National Security and Decision Making (GSP)

National Security Policy. This course examines the context and processes for the development of American national security strategy and policy and the use of the nation's instruments of power in support of that strategy and policy. It begins with an examination of the history of American national security strategy and contemporary debates regarding the future orientation of this strategy. It then assesses the influence of various institutions and factors, such as Congress, government agencies, interest groups, the media, and public opinion on the national security decision-making process. To enhance the practical elements of the curriculum, the course includes a trip to Washington, DC, involving visits to government institutions and agencies as well as nongovernmental entities involved in the development of American national security policy.

FS 6400 FOUNDATIONS OF STRATEGY - 5 Semester Hours

The Foundations of Strategy (FS) course is designed to develop senior leaders who can think incisively about, develop, and implement strategy at the highest levels of war in the context of national policy objectives and available resources; work comfortably while considering a broad range of strategic issues which constantly change depending upon a range of circumstances at the local, national, and international level; and work effectively in a joint and multinational environment. The course pays special attention to strategy development for the venues of air and space and to the impact of airpower on national and military strategy. The course uses seminar discussions, readings, lectures, case studies, practical exercises, and studentwritten (and briefing) products to facilitate the evaluation of various themes such as the challenges of strategy development, implementation, and analysis; the influence of politics across the full spectrum of warfare; the importance of local circumstances; the challenges of converting military victory into political success; the challenges of coalition warfare; and the challenges of warfare in an age of information and globalization. The course also serves as the foundation for further study in other resident courses that examine the national security decisionmaking process and the application of military power as a means to attain national objectives. Resident diploma pass/fail grade status for this course will be coded as “-P” after the course number.

WAR 6500 WARFIGHTING - 6 Semester Hours

The Department of Leadership and War Fighting course develops senior leaders with the skills to plan, deploy, employ, and control US and multinational forces throughout the range of military operations with an emphasis on air, space, and cyber space forces as they contribute to joint, multinational, and interagency operations. During the war-fighting curriculum, students will synthesize and evaluate current and emerging joint warfighting/enabling capabilities with special emphasis on the employment and sustainment of air, space, and cyberspace forces in a joint, interagency, and multinational military environment. The course analyzes how weapons of mass destruction/effects, information operations (IO), cyberspace operations, security, stability, transition, and reconstitution (SSTR), joint intelligence, joint logistics, and strategic communications are integrated to support the national military and national security strategies across the spectrum of national security threats.

Additionally, students analyze the concepts of theater campaign plans, design, and the joint operation planning process through which combatant commanders set the military conditions for attaining national and coalition objectives as both a supported and supporting instrument of power. The intent is to prepare each AWC student for agile, proactive, and future focused national security planning. Resident diploma pass/fail grade status for this course will be coded as “-P” after the course number.

Curriculum Descriptions (Continued)

WAR 6500-G War Fighting (GSP)

War Fighting I - Campaign Design. The Campaign Design course evaluates the development of theater strategies, campaign plans, and their execution in the contemporary operating environment. It also assesses the integration of joint, interagency, and multinational capabilities, as well as the joint air domain in contemporary campaign planning and execution. The course consists of an in-depth case study of Operations Enduring Freedom and Iraqi Freedom, evaluating each phase of these campaigns chronologically. Evaluation of these campaigns includes an assessment of the application of joint, service, and interagency doctrines and capabilities. Focus is on the strategic and operational levels of war. The course emphasizes a book-based approach in which students read most or all of a number of contemporary books on the wars in Iraq and Afghanistan. The course concludes with a student-led Afghanistan campaign assessment, based on the current situation, and formulation of a campaign design that achieves US strategic objectives.

War Fighting II - Practicum Exercises. Students participate in three practicum exercises during the year, which consider three different aspects of a hypothetical conflict scenario. Each exercise requires students to analyze a particular military or diplomatic problem and to devise a solution in response. The practicum exercises prepare students for the capstone wargaming exercise at the end of the academic year.

RCS 6600 REGIONAL AND CULTURAL STUDIES - 4 Semester Hours

The Regional and Cultural Studies (RCS) course is an integral part of the curriculum. It prepares senior leaders to evaluate the socioeconomic, political, cultural, and security issues within a particular region. To meet the challenges of the Air and Space Expeditionary Force, the RCS course provides students the opportunity to evaluate an area where a unified combatant commander must implement the national military strategy in support of US security policy. The RCS course provides the opportunity for students to gain unique perspectives by studying and visiting one of approximately 13 regions. During the third term, students complete 32 classroom hours (16 instructional periods) of focused academic preparation. The regional field study allows students to discuss security policy issues with senior political, military, cultural, and academic leaders. Logistic and administrative preparation and travel planning for the regional field research are accomplished throughout the academic year. Resident diploma pass/fail grade status for this course will be coded as “-P” after the course number.

GS 6700 GLOBAL SECURITY - 3 Semester Hours

The Global Security (GS) course is designed to give students the ability to evaluate today's complex, interdependent, and dynamic international system and to show how it affects global, regional, and national security. The course uses a comparative approach to identify growing and emerging security concerns, analyze power politics from a region-to-region perspective, examine the roles nations and nonstate actors play in addressing key issues that shape the global environment, assess potential challenges to US security, and evaluate the relationship between economic factors and international security. The GS course follows and is symbiotic with the Regional and Cultural Studies program. It capitalizes upon students' experiences from their RCS academics and field study. Resident diploma pass/fail grade status for this course will be coded as “-P” after the course number.

Global Security I - Strategic Art. This course examines a series of case studies of the formulation and execution of grand strategy by rising powers, declining powers, and hegemonic powers seeking to maintain their status in a variety of historical and regional contexts. Where possible, students will read “classic” studies of strategy and conflict that remain the best analyses of specific cases, but which time and space constraints exclude from the core curriculum. Rather than examining American grand strategy, the course exposes students to examples of the strategic art as practiced by decision makers in other states and other periods of history. This provides students with valuable comparative context for the subsequent study of American strategy in the National Security Policy course. It also encourages them to consider the role of culture and historical context in shaping the strategic priorities and decisions of states and leaders.

Curriculum Descriptions (Continued)

Global Security II - Global Studies. The Global Studies course analyzes the complexity of security issues in selected regions of the world through an emphasis on particular themes, including the requisites for democracy, the relationship between democracy and internal/regional stability, models of economic development, environmental issues, internal order, civil-military relations, and the role of religion and politics. These themes allow a focus on a range of developing countries, enabling analysts to interpret conditions of political, economic, and social stability in particular countries of interest. The design of the course is thematic with applications so that thematic readings are reinforced by regional or national applications of the pertinent themes. The Global Studies course follows and is symbiotic with the Regional and Cultural Studies program. It capitalizes upon student experience from field study. The course allows students to develop an analytical framework that incorporates the role factors such as region, society, culture, and religion play in shaping the desired outcomes of policies, strategies, and campaigns.

WG 6800 GLOBAL CHALLENGE WAR GAME 3 Semester Hours

AWC conducts this six-day unclassified capstone war game (set 10 years into the future) at the strategic and operational levels with full play by every student and the faculty. As a summative application of the knowledge, skills, and attributes gained during the academic year, the Global Challenge (GC) mission focuses on experiential learning versus doctrinal experimentation and research. With that mission, it challenges students to assess (critically think, creatively address, and decisively communicate) complex scenarios in a time-constrained environment, prepare and defend courses of action, and pursue national objectives using all the instruments of national power (diplomatic, informational, military, and economic) while applying an understanding of regional cultural issues, as directed by the GC president (a faculty member). Faculty teams and subject matter experts manually adjudicate game play to ensure synthesis of critical issues affecting national policy within the various regions of the world. The faculty's mission in directing game play and adjudicating student actions is to shape game inputs that realistically reinforce joint professional military education and AWC learning objectives. As objectives are met, the game continues its spiral development by presenting continual challenges to test student critical thinking and synthesis of the instruments of national power. The war game is graded pass/fail.

WG 6800-G Global Challenge War Game (GSP)

The Grand Strategy Program's war-gaming curriculum provides a future-oriented look at emergent defense problems. The program consists of three war-gaming practicums held at Maxwell AFB and culminates in an Office of the Secretary of Defense (OSD) Net Assessment-sponsored war game in Washington, DC. The objective of the war-gaming practicums is to provide an intensive, three-day examination of a future operational challenge. Leveraging outside expertise assembled from across the DOD, students apply the broader themes of the Grand Strategy Program to analyze an operational-level military problem in a joint and coalition context. The OSD Net Assessment game, the capstone event for the Grand Strategy Program, brings together policy and technical experts from across the US government to examine strategic-level issues of interest to the secretary of defense. Participation in this high-level war game not only provides the student with a platform to synthesize and internalize the program's themes, it also provides an opportunity for students to network with active policy planners in government and think-tanks. The connections built through these networks provide a lasting avenue for students to shape debate and impact policy discussions upon graduation.

Curriculum Descriptions (Continued)

EL 6000 ELECTIVES. All students must complete either two 2-semester hour courses or one 4-semester hour course in the electives program. Electives enhance and complement the core curriculum by providing students with opportunities to achieve greater depth and breadth of understanding in issues of special interest. They also provide the AWC curriculum with the flexibility to adapt quickly to changes in the international and domestic security environments. Elective course options follow:

EL 6122 DIRECTED STUDY - 2 Semester Hours

Students interested in intensive work on a particular topic can develop, with a faculty member, a resource proposal and reading list designed to give them in-depth understanding of the subject. Enrollment is limited and requires approval of the associate dean of academic programs. Directed study is not available as an audit status course.

INTERNATIONAL SECURITY STUDIES ELECTIVES

EL 6743 GLOBALIZATION 2 Semester Hours

This course familiarizes the student with the different trends that are under way in the globalization process and how they impact US grand strategy and national security interests. This course examines globalization in several parts. First, it attempts to identify the scope of globalization. Second, it looks at specific trends in the globalization process—how the world is getting economically, technologically, and demographically integrated. Third, it examines the cultural impact of globalization. Fourth, it discusses the security implications of globalization for state actors. Resident diploma students receive audit status for this course.

EL 6744 BETWEEN POWER AND PLENTY: INTERNATIONAL ECONOMICS AND NATIONAL SECURITY - 2 Semester Hours

The ongoing financial crisis has highlighted the importance of economic factors in the foreign and domestic policies of the United States and other countries. What are the United States' economic interests? Does the international economic system make the United States more or less secure? Will the economic growth of China, India, and other developing countries undermine the existing system of international economic management that was in large measure created by the United States? Are the political structures that regulate world financial and trading markets sufficient to manage crises, or are fundamental reforms required to provide sustained stability in international economic relations? This course examines the evolution and functioning of the major countries, institutions, and issues in the international economic system to analyze the relationship between international politics and international economics. The course critically evaluates the current structure of the world economy and analyzes whether it contributes to or undermines the long-term interests of the United States. Resident diploma students receive audit status for this course.

EL 6745 US GRAND STRATEGY - 2 Semester Hours

As the United States enters the twenty-first century, how should it use the resources at its disposal to preserve and enhance its long-term interests? What is America's role in the world? In other words, what should be America's grand strategy? This course tackles this question by analyzing and evaluating the different ways the United States has conceived of and implemented its grand strategic designs since it emerged as a world power at the start of the twentieth century. The course critically examines the fundamental ideas that have underpinned America's attempts to make itself more secure to better understand what the United States' grand strategy should be today and in the future. Resident diploma students receive audit status for this course.

Curriculum Descriptions (Continued)

EL 6746 PSYCHOLOGY OF DECISION MAKING - 2 Semester Hours

How do people make decisions? What mistakes do decision makers often commit? How can the decisions of others, including potential allies and enemies, be better understood? What can I do to become a better decision maker? This course explores how psychologists answer these questions and what they have to offer to the strategic decision maker in national security. The course also examines such questions as these: How should one deal with the overwhelming amount of information that inevitably confronts the strategic decision maker? What are the promises and perils of using the lessons of history or intuition in the strategic decision-making process? How should the issue of risk taking be addressed? How can emotions, stress, culture, and personality affect the decision-making process? What is the best way to manage decision-making groups? We examine these questions in each class by looking at specific cases of decision making in the realm of national security. The course focuses on how a psychological perspective may help us become better decision makers at the strategic level. Resident diploma students receive audit status for this course.

EL 6747 CULTURES OF VIOLENCE - 2 Semester Hours

This course examines areas and activities around the world where chronic violence has created ungoverned spaces and anarchic behavior. The course looks at such phenomena as “hypergangs,” militia warfare, organized criminal groups, and traditional armed groups such as the pastoral warrior societies of East Africa. The seminar also considers activities that flow from and to the cultures of violence, such as arms trafficking, resource theft, the conduct of refugee communities, child soldiers, and trafficking in humans and drugs. Students look at, among others, urban gangs in Latin America and Papua New Guinea; militias in Africa; tribal and ethnic groups in Yemen, Somalia, and Pakistan; and organized crime in the Caribbean and Europe. This course focuses on behavior, activities, and areas that fall through the cracks when studying more formal state-on-state conflict. This seminar investigates the messy and dangerous world where violence is endemic and where such violence has created its own environment of power politics, control structures, and aberrant economic activity. Resident diploma students receive audit status for this course.

EL 6780 PEACE AND STABILITY OPERATIONS - 2 Semester Hours

This course focuses on the problems of planning, deploying, sustaining, and reconstituting forces in peace and stability operations, including stabilization/reconstruction/Phase IV operations. In doing so, it examines the most important peace and stability operations of the past 15 years and the roles played by the military. The course addresses the strategic and operational decision-making and planning processes of the United Nations, US Department of Defense, regional organizations (including the North Atlantic Treaty Organization [NATO]), and coalition partners. The course also analyzes the force structure requirements and capabilities and limitations of multinational and coalition and joint forces in meeting security objectives, especially in the execution of peace and stability operations and post-war reconstruction. Resident diploma students receive audit status for this course.

Curriculum Descriptions (Continued)

OTHER AVAILABLE ELECTIVES PROGRAM

LEADERSHIP ELECTIVES

- EL 6231 Command and Conscience - 2 Semester Hours
- EL 6232 Right, Wrong, and In-Between: Philosophy and Ethics for Senior Leaders - 2 Semester Hours
- EL 6234 Expeditionary Leadership in World War II - 2 Semester Hours
- EL 6235 Legally Leading the Fight: Military Operations and the Law - 2 Semester Hours
- EL 6236 Communicating for Effect: Global Media Engagement Battlespace - 2 Semester Hours
- EL 6238 Negotiation Theory and Application - 2 Semester Hours
- EL 6239 Cross-Cultural Perspectives in Negotiations - 2 Semester Hours
- EL 6240 Navigating Terra Incognita: Cultural Tools and Perspectives for Today's Senior Leader - 2 Semester Hours
- EL 6241 Just War: Classical Wisdom and Contemporary Conflict - 2 Semester Hours
- EL 6242 Civil-Military Relations and Senior Leadership - 2 Semester Hours

STRATEGY ELECTIVES

- EL 6401 Military Innovations and Effectiveness - 2 Semester Hours
- EL 6449 China's Use of Force: A Case Study of a Non-Western Approach to Warfare - 2 Semester Hours
- EL 6459 Why Can't We All Just Get Along? Debating the Big Questions about War and Peace - 2 Semester Hours
- EL 6462 Why Insurgencies Win (and Lose) - 2 Semester Hours
- EL 6464 Strategies of Coercion - 2 Semester Hours
- EL 6467 The Vietnam & Iraq Wars - 2 Semester Hours
- EL 6469 War and Ideologies: The Just Use of Military Force - 2 Semester Hours
- EL 6471 Development of Expeditionary Airpower - 2 Semester Hours

WAR-FIGHTING ELECTIVES

- EL 6515 Defense Acquisition: Providing Military Capability to the War Fighter - 2 Semester Hours
- EL 6517 Public Communication and the Culture of American War Fighting - 2 Semester Hours
- EL 6540 Air Mobility and the Defense Transportation System - 2 Semester Hours
- EL 6541 Navy and Marine Corps Expeditionary Forces - 2 Semester Hours
- EL 6542 Command and Control of Air and Space Power - 2 Semester Hours
- EL 6543 America's Army - 2 Semester Hours
- EL 6546 Total Force - 2 Semester Hours
- EL 6552 Strategy, Technology, and War - 2 Semester Hours
- EL 6553 National Reconnaissance Office (NRO): Foundations, Cultures, Consequences, and Possibilities - 2 Semester Hours

Curriculum Descriptions (Continued)

AIR COMMAND AND STAFF COLLEGE

MASTER OF MILITARY OPERATIONAL ART AND SCIENCE DEGREE

Mission. Prepare field-grade officers to develop, employ, and command air, space, and cyberspace power in joint, multinational, and interagency operations.

Curriculum. The Air Command and Staff College (ACSC) curriculum is designed to develop higher-order thinking within the context of the war-fighting profession by challenging students to think critically and exercise a combination of analytical and practical tools required of field-grade officers serving in operational-level command headquarters staff positions. ACSC courses emphasize applying air, space, and cyberspace power in joint campaign planning and the operational art of war. The primary form of instruction in the resident program is through seminars held in specially designed rooms featuring closed-circuit television, an array of multimedia equipment, and student access to a college-wide computer network and the Internet. Students receive more than 80 books to expand their professional knowledge and a personal laptop computer to keep track of the academic schedules, online reading assignments, examinations, research, and other writing requirements throughout the academic year.

Duration. The resident program consists of 10 months of graduate-level study. As the center for US Air Force IDE and as a joint-accredited institution for providing the first phase of joint professional military education, ACSC annually educates about 500 students from all US military services, selected federal agencies, and international officers from over 60 different nations.

Admission Requirements. To be admitted to the master of military operational art and science degree program, individuals must (1) present proof of academic capability either by holding a qualifying undergraduate degree from a regionally accredited college/university (US bachelor's degree or its equivalent) or by meeting academic credentials admission requirements through the portfolio admission process and (2) provide an acceptable score on the Test of English as a Foreign Language (TOEFL), unless they are from an English-speaking country. International students not meeting the admissions requirements for the master's degree program will be allowed to attend ACSC and will, upon completion of the resident program with a cumulative grade point average of 2.7 or higher, receive the ACSC resident diploma but will not be awarded a master's degree.

Course Title	Semester Hours
OC 5510 Orientation Course	Noncredit
LW 5510 Leadership and Warfare	3
LC 5510 The Practice of Command	3
NS 5510 International Security Studies	3
WS 5510 Warfare Studies	3
AP 5510 Air, Space, and Cyberspace Power Studies	3
JF 5510 Joint Forces	3
JP 5510 Joint Planning	3
JA 5510 Joint Air and Space Operations	3
CS 5510 Regional/Cultural Studies	3
RE 5612 Research/Electives I	3
RE 5613 Research/Electives II	3
GE 5510 Gathering of Eagles	Noncredit
Total	33

Note: All Courses in the nonmaster's distance learning program may not be used to satisfy course requirements of the resident master's degree program.

Curriculum Descriptions (Continued)

OC 5510 ORIENTATION COURSE - Noncredit

The Orientation Course provides an overview of the ACSC program for joint education; US Air Force educational methodologies, policies, curriculum, and research requirements; and key principles and concepts that students encounter throughout their academic experience. The program includes an introduction to small-group dynamics, communication and critical thinking skills, the technology employed within the program, student responsibilities and requirements, and additional services that are available to enhance student success.

LW 5510 LEADERSHIP AND WARFARE - 3 Semester Hours

The Leadership and Warfare course analyzes factors that guide the action of military leaders in establishing and maintaining an effective leadership environment. The course educates and inspires students to reach their full leadership potential through the study of great commanders and their conduct of warfare and current problems of command in contemporary joint operations. Through these studies, students gain a unique understanding of the specific leadership challenges that leaders face in guiding people and organizations through crises and environments of change.

LC 5510 THE PRACTICE OF COMMAND - 3 Semester Hours

The Practice of Command course allows students to reflect on their personal philosophy on the art and craft of command, honing that philosophy through interaction and the study of responsibilities and challenges unique to commanding an Air Force squadron. The course introduces students to the resources available to assist squadron commanders with their duties and stresses how important it is for commanders to meld their personal philosophies on command with the unique requirements of their situation and their responsibilities to their service, mission, people, and themselves.

NS 5510 INTERNATIONAL SECURITY STUDIES - 3 Semester Hours

The International Security Studies course provides a foundation for understanding the international security environment, its implication for the United States, and how the United States both shapes and responds to this environment. The course also examines the instruments of power (IOP) and how they are wielded by both state and non-state actors to affect the international environment. In addition, the course examines the US national strategic decision-making process, examining how the actors and systems translate policy into action through the use of the IOPs.

WS 5510 WARFARE STUDIES - 3 Semester Hours

The Warfare Studies course introduces students to the canon of military theory, focusing on such issues as the nature of war, the levels of war, the range of military operations, military strategy, and operational art. It looks specifically at traditional forms of warfare but also examines such alternative forms as guerilla warfare, insurgency, and counterinsurgency.

AP 5510 AIR, SPACE, AND CYBERSPACE POWER STUDIES - 3 Semester Hours

The Air, Space, and Cyberspace Power Studies course enhances students' understanding of military theory by introducing perspectives on war fighting with specific emphasis on air, space, and cyberspace power. It looks specifically at the development of air, space, and cyberspace power and examines the organizations and strategies that have been involved in their employment. In addition, the course analyzes the role these elements might play in future operations.

JF 5510 JOINT FORCES - 3 Semester Hours

The Joint Forces course presents the joint and service doctrinal perspectives that guide joint force commanders and their staffs as they seek to achieve assigned theater security objectives. The course provides an overview of joint force organization structures and the framework within which joint forces are created, employed, and

Curriculum Descriptions (Continued)

sustained. It also examines each of the military services, exploring their capabilities and limitations. In addition, the course analyzes the ways in which joint force commanders integrate service and functional component command support to achieve success at the operational level of war.

JP 5510 JOINT PLANNING - 3 Semester Hours

The Joint Planning course introduces students to the complexities and requirements of joint planning. Students study pertinent doctrine and the joint operation planning process, analyze the challenges joint force commanders face in attaining unified action, and examine ways in which operational art and design are applied to achieve objectives. Additionally, the students examine planning considerations across the range of military operations. The course culminates with students synthesizing what they have learned to create key elements of a campaign plan.

JA 5510 JOINT AIR AND SPACE OPERATIONS - 3 Semester Hours

The Joint Air and Space Operations course introduces students to the people, processes, and products involved in planning, directing, and executing joint air operations in support of joint force commanders' campaign plans. The course specifically focuses on the important role of the JFACC, looking at the doctrinal responsibilities of that position and the actors, processes, and products that comprise the JFACC's air operations center. Equipped with this understanding, students analyze the employment of air and space power across the full range of military operations.

CS 5510 REGIONAL/CULTURAL STUDIES - 3 Semester Hours

The Regional/Cultural Studies course introduces students to regional and cultural factors and discusses how these factors motivate actors within the international security environment. Through this course, students grasp the important role that culture plays in determining operational success. Students are also exposed to the unique ways in which their own cultural perspectives influence both their outlook and interaction with other societies. Through this experience, students come to understand the unique security challenges and opportunities posed by culture and how best to respond to ensure success.

RE 5612 RESEARCH/ELECTIVES I - 3 Semester Hours

The Research/Electives I program complements ACSC's core curriculum, providing an opportunity for students to investigate topics of particular interest in a rigorous fashion under the direction and guidance of a subject matter expert. Through this program, students develop their ability to define an issue succinctly; conduct thoughtful, logical, and critical research and analysis; and create well-supported conclusions and recommendations of potential benefit to today's war fighters.

RE 5613 RESEARCH/ELECTIVES II - 3 semester hours

The Research and Electives program II complements ACSC's core curriculum, providing an opportunity for students to investigate topics of particular interest in a rigorous fashion under the direction and guidance of a subject matter expert. Through this program, students develop their ability to define an issue succinctly; conduct thoughtful, logical, and critical research and analysis; and create well-supported conclusions and recommendations of potential benefit to today's war fighters.

GE 5510 GATHERING OF EAGLES - Noncredit

The Gathering of Eagles (GOE) is a unique course that stimulates the study of air and space history. While at ACSC, the Eagles gather with students and participate in teaching interviews. These interviews allow students to understand their heritage and learn lessons about air and space leadership from those who shaped it. Research conducted by students in the GOE Research Seminar forms the basis for the content of this course.

Curriculum Descriptions (Continued)

OTHER PROGRAMS AND ACTIVITIES

The Air Command and Staff College conducts several activities that support the resident core curriculum and enrich the experience of its students and their families during the academic year. These programs are listed below.

CROSS-DOMAIN OPERATIONS CONCENTRATION. The Domain Operations Concentration is an advanced honors program open to a limited number of selected students that centers on the planning, execution, and integration of air, space, and cyberspace operations. The concentration centers on real-world operations and current best practices in all three domains, to include a number of hands-on, experiential learning opportunities, with the intent of preparing the selected students for future operational and command assignments that require advanced knowledge and synthesis of the capabilities, methods, and challenges associated with operations in and across air, space, and cyberspace. The concentration specifically addresses both planning and execution in each of the three domains in question separately as well as driving the participating students to integrate across domains to analyze and resolve a range of operational challenges.

COMMANDANT'S SPEAKER SERIES. These special presentations enhance the resident curriculum by giving students and faculty the opportunity to interact with distinguished leaders and experts across political, economic, and military environments. Speakers, past and present, include members of Congress, ambassadors, and top civilian and military leaders in the DOD.

INTERNATIONAL OFFICER PROGRAM. International officers have attended ACSC annually since 1946. During its 54-year history, the college has graduated more than 2,500 international officers from 92 nations. Before attending this college, international officers attend a six-week preparatory course conducted jointly by the International Officer School (IOS) and ACSC. This course increases the officers' ability to speak and understand the English language while familiarizing them with the US Air Force organization and mission. During their stay, international officers participate in field trips that supplement the curriculum objectives.

EMBASSY IMMERSION PROGRAM. Students enrolled in ACSC's Political-Military Affairs Strategist elective course may apply for the Chief of Staff of the Air Force (CSAF) Political Advisor (POLAD) Embassy Immersion Program. Selected students, currently seven from each class, are assigned by the CSAF/POLAD to work on the civilian side of US embassies and missions and in the Department of State for five weeks during the spring semester. The students are matched with countries by the SAF/POLAD. They are deployed in the spring of the academic year, and after their return, they submit a short paper and give a briefing about their experience.

ATHLETIC PROGRAM. The ACSC athletic program is designed to improve the quality of life for students and faculty by creating and sustaining an environment that promotes personal health, fitness, and professional growth. With that in mind, the program helps personnel to pass the fitness test on their first attempt and to instill a program that combines social interaction and team building with healthy competition. The athletic program includes competitive seminar and intramural sports. It also includes mandatory participation in school-scheduled sports activities by all 40 flights. Students and faculty compete in base intramural activities as well. They are required to engage in personal fitness/aerobic activities at least three times each week. ACSC conducts annual fitness testing in accordance with AFI 40-501, The Air Force Fitness Program.

SPOUSE PROGRAM. The Spouse Program helps to integrate resident student spouses into the ACSC experience. It offers many opportunities for spouses to learn, grow, and share this experience with students and faculty. In addition to various social events, this program acquaints spouses with the college's academic requirements, increases their awareness of current events and DOD issues, and provides opportunities for their personal growth and development. Participation is completely voluntary, and the spouses determine the program's scope and direction.

Curriculum Descriptions (Continued)

SCHOOL OF ADVANCED AIR AND SPACE STUDIES

MASTER OF PHILOSOPHY IN MILITARY STRATEGY

Mission. Educate strategists for the Air Force and the nation.

Curriculum. The SAASS curriculum is an intensive 50-week program. The primary instructional forum is the graduate colloquium, which facilitates maximum interaction between students and the expert faculty. Class size is limited to 45 AF officers, five joint-service officers from the Army, Navy, and Marines; three officers from the Air Reserve Component; and several officers from closely allied nations upon invitation from the chief of staff, United States Air Force. Total enrollment will not exceed 60 students. SAASS creates warrior-scholars who have a superior ability to develop, evaluate, and employ airpower as a component of military force in support of state objectives. Upon completion of all requirements and with faculty recommendation, graduates receive a master of airpower art and science degree.

Duration. SAASS is an 11-month follow-on school for selected graduates of intermediate-level DOD PME schools.

Admission Requirements. International students must be native English speakers or score in the 95th percentile of TOEFL within the three years before entering SAASS. Non-native English speakers must have attended an English-speaking, residence, intermediate developmental education program, preferably Air Command and Staff College. Those attending ACSC must attend the International Officer School prep course. Those entering without having attended ACSC must have attended an English-speaking intermediate program in residence but will forego the prep course due to conflicts with the SAASS course schedule. International students should possess undergraduate or graduate-degree qualifications equivalent to those required of US students.

Course Title	Semester Hours
SAASS 600 Foundations of Military Theory	4
SAASS 601 Foundations of Strategy	3
SAASS 627 History of Airpower I	4
SAASS 628 History of Airpower II	4
SAASS 632 Strategy and Coercion	4
SAASS 643 Strategy and Campaign Planning	3
SAASS 644 Irregular Warfare and Terrorism	3
SAASS 660 Technology and Military Innovation	3
SAASS 665 Space Power	3
SAASS 667 Information and Cyber Power	3
SAASS 670 Contemporary Defense Policy	3
SAASS 690 Thesis	6
SAASS 699 Comprehensive Examination	3
Total	46

Curriculum Descriptions (Continued)

SAASS 600 FOUNDATIONS OF MILITARY THEORY - 4 Semester Hours

This course analyzes the writings of military theorists who significantly influenced thought about the art and science of war. Through this analysis, students gain a broad background in the development of military thought and develop critical thinking skills as they test theoretical propositions against the criteria of logic and evidence.

SAASS 601 FOUNDATIONS OF STRATEGY - 3 Semester Hours

This is a “tools” course that provides a background and understanding of decision-making theories and strategy. These tools allow the student to better analyze airpower theories, ideas, issues, and concepts. Defense planning issues are discussed to illustrate decision-making challenges and issues pertinent to future airpower strategists.

SAASS 627 HISTORY OF AIRPOWER I - 4 Semester Hours

This course examines the historical development of air and space power in terms of organizations, technology, doctrine, and application. It provides an experiential database required for students to evaluate the theory and practice of airpower. Theories of Giulio Douhet, Hugh M. Trenchard, Billy Mitchell, Alexander P. de Seversky, and Sir John C. Slessor, among others, are studied in detail. The transition point to the second course in the sequence (History of Airpower II) is governed by the staff ride, a field trip to the locations where the historical events occurred. For this year the staff ride will explore airpower in France surrounding the Normandy invasion during World War II. The staff ride will also include a visit to the Verdun battlefield of World War I, which many consider to be the cradle of modern airpower. Hence, the history sequence will break with the end of WWII.

SAASS 628 HISTORY OF AIRPOWER II - 4 Semester Hours

This course analyzes the development of air and space power theory and history from the end of World War II to the present. It examines the theories of John Warden and others as well as effects-based operations and compares them with the practice of airpower over the past 60 years. The coercion theories of SAASS 632 also undergo the practical scrutiny of historical experience.

SAASS 632 STRATEGY AND COERCION - 4 Semester Hours

This course examines contemporary theories of international politics and the role of force in international relations. It focuses on deterrence and compellence; crisis stability; strategic nuclear offense, defense, and proliferation; conventional strategic air attack; force projection; and the adaptation of US grand strategy to changes in the international distribution of power.

SAASS 643 STRATEGY AND CAMPAIGN PLANNING - 3 Semester Hours

This course examines both the substance and process of making strategy and applies it to a real-world situation through a war game. The military decision-making process receives a thorough review as does the process of formulating the commander's intent and translating that to a campaign plan. The unique approach to campaign planning taken by the different services receives treatment. Joint war game includes participants from other advanced study groups—Army, Navy, and Marine. The course includes seminar sessions with Air Force senior mentors to clarify course concepts in the context of current planning and operations.

Curriculum Descriptions (Continued)

SAASS 644 IRREGULAR WARFARE AND TERRORISM - 3 Semester Hours

This course develops the theory of small wars and examines the use of airpower in non-state warfare with a particular emphasis on revolutionary and counterrevolutionary insurgent warfare. The phenomenon of terrorism and the “global Salafist jihad” of radical Islam also receive treatment.

SAASS 660 TECHNOLOGY AND MILITARY INNOVATION - 3 Semester Hours

This course focuses on the theory and history of technological development and its impact on innovation in military affairs. The course attempts to develop habits of the mind and patterns of inquiry that inform military innovation. Theories of technological determinism, social construction, and heterogeneous engineering form the basis of inquiry.

SAASS 665 SPACE POWER - 3 Semester Hours

This course examines the development of military space operations, organizations, strategy, and policy. It explores the contentious issues surrounding space in modern warfare and deals explicitly with weaponization as well as the organization of space forces in the Department of Defense.

SAASS 667 INFORMATION AND CYBERPOWER - 3 Semester Hours

This course defines the cyber domain and explores networks, intelligence, influence operations, and the paramount role of information in modern warfare. The history of computers and network development as well as the implications for terrorism receive treatment.

SAASS 670 CONTEMPORARY DEFENSE POLICY - 3 Semester Hours

This course focuses on the main actors in the defense arena, from the President to the Congress, secretary of defense, and individual service cultures. It examines topical areas of current and potential US defense concerns and surveys geographic regions likely to present issues in the near future.

SAASS 690 THESIS - 7 Semester Hours

Students develop and present to the faculty their research proposals. Once their proposal is approved, students, with the advice and assistance of a faculty research advisor, prepare a 50- to 100-page thesis based on primary sources. In writing their theses, students must demonstrate sound scholarship and conform to generally-accepted stylistic and methodological canons.

SAASS 699 COMPREHENSIVE EXAMINATIONS - 3 Semester Hours

A two-hour oral examination by a board of three faculty members (one of whom is usually from outside the SAASS faculty), the exam is designed to determine if the student has satisfactorily synthesized the entire SAASS curriculum. The interrelationship among courses and the embedded material is often a prominent feature of the examination.

Curriculum Descriptions (Continued)

AIR UNIVERSITY NONDEGREE PROGRAMS

AIR WAR COLLEGE DISTANCE LEARNING

Mission. To prepare students to lead in a joint, interagency, and multinational environment at the strategic level across the range of military operations; to develop cross-domain mastery of joint air, space, and cyberspace power and its strategic contributions to national security; and to advance innovative thought on national security, Department of Defense, and Air Forces issues.

Curriculum. The AWC DL program is a senior developmental education program. The curriculum consists of one elective and five core courses. The elective must be completed first, within 6 months. The core courses should be completed in the following order: Foundations of Strategy (FS), National Security and Decision Making (NSDM), Global Security (GS), Joint Military Operations (JMO), and Joint Strategic Leadership (JSL). All elective and core course requirements must be completed within 36 months of initial enrollment. In addition to completing an elective and the core courses, there is one more mandatory requirement, the Readiness for Education at a Distance Indicator (READI) assessment. The READI assessment gives students a variety of basic distance learning skills (typing, reading comprehension, and computer skills) and identifies their learning styles. Average time to complete assessment is one hour.

Eligibility. International applicants must be an O-5 select or higher. International officers must request enrollment via the Air Force Security Assistance Training (AFSAT) program office. Refer to AFI 36-2301, Professional Military Education, 27 July 2002, paragraphs 3.7.2 through 3.7.6, for guidance.

Duration. Students are enrolled in the DL program for 36 months. All course material must be successfully completed in this time period. The time a DL student takes to complete the program depends on such factors as official duties, deployments, and other time commitments. Students are encouraged to set realistic goals to proceed through the AWC distance learning program at a reasonable pace. Completing one lesson each week allows the student to graduate in about 20 months.

Course Title	Lessons	Contact Hours
FS 42A Foundations of Strategy	12	99
NSDM 42B National Security and Decision Making	12	99
GS 42C Global Security	12	99
JMO 42E Joint Military Operations	12	99
JSL 42F Joint Strategic Leadership	12	99
EL 42D Electives Program(one required)	10	60
Total		555

Note: Courses taken in the DL program may not be used to satisfy course requirements of the resident program.

Curriculum Descriptions (Continued)

The DL program (17th edition) includes the core curriculum and an elective. The core curriculum consists of five courses: Foundations of Strategy (FS), National Security and Decision Making (NSDM), Global Security (GS), Joint Military Operations (JMO), and Joint Strategic Leadership (JSL). Additionally, students must complete one elective before enrolling in the first core course.

FS 42A FOUNDATIONS OF STRATEGY - 99 Contact Hours

The FS course develops senior leaders who can think strategically using key conceptual tools, theories, and insights. The course analyzes the meaning and dimensions of strategy; theories of international relations; scientific, Clausewitzian, and classical Chinese perspectives on strategy and war; and readings addressing the phases of war, civil-military relations, insurgency and counterinsurgency, coercion theory, and coalition warfare. This course serves as the foundation for other courses that examine the national security decision-making process and the application of military power as a means to attain national objectives.

NSDM 42B NATIONAL SECURITY AND DECISION MAKING - 99 Contact Hours

The NSDM course assesses the processes for developing US security strategy and policy as well as the use of the national instruments of power in support of that policy and strategy. The course does this by evaluating the current US national security strategy and interests, state and nonstate threats, and the roles of the instruments of power in countering those threats. The course also focuses on the national security decision making processes by assessing the role and impact of civil military relations, the interagency process, Congress, and public opinion in policy development and execution.

GS 42C GLOBAL SECURITY - 99 Contact Hours

The Global Security course examines the roles of nations in addressing key issues shaping the global environment. The course also identifies growing and emerging security concerns beyond the military capabilities of state and nonstate actors (e.g., energy security, environmental security, migration, and population growth). The course uses a comparative approach to examine the political and economic elements of actors and their impact across a wide range of global issues. It assesses the relationship between efforts to democratize states, economic development, and national and international security. The course also analyzes power politics from a region-to-region perspective and the impacts of these regional features with regard to international security.

JMO 42E JOINT MILITARY OPERATIONS - 99 Contact Hours

The Joint Military Operations course prepares senior leaders to deploy, employ, and control joint forces across the spectrum of conflict. The course emphasizes the employment of air and space forces as they contribute to the joint, combined, or coalition environment in support of the national military strategy. The course assesses the best ways to present, plan, and control military resources (United States and coalition) as they serve the unique requirements of the combatant commander. The course analyzes the strategic implications of emerging warfighting concepts (sister service, global strategic operations, logistics, and special operations), and planning for and evaluation of future threats that are asymmetric to the US experience and expectations. The course also evaluates the friction between joint and service operational concepts as applied to the employment and control of air and space power.

JSL 42F JOINT STRATEGIC LEADERSHIP - 99 Contact Hours

The JSL course educates students in the competencies and awareness needed to move from tactical and operational leadership levels to strategic leadership. The course examines senior leadership competencies required to be successful in today's complex, multicultural expeditionary, and war-fighting environment. It challenges students to develop their vision, expand their conceptual capacity through critical analysis and creative thinking, improve their communication skills, expand their capacity for executive decision making, and refine their capability for change. In addition, the course focuses on acceptance of responsibility, accountability, command, moral values, and awareness of the strategic environment to meet strategic and senior-leader

Curriculum Descriptions (Continued)

challenges involved in leading large, complex organizations. The course concludes with an interactive simulation to provide cultural awareness and familiarization. It is designed to develop an understanding of the dimensions of culture and other group dynamics in a realistic setting and how those may impact operations and senior-level decision making. Additionally, the Intercultural Development Inventory (IDI) assessment tool is part of this course. The IDI will be completed pre- and post-JSL to measure intercultural sensitivity.

ELECTIVES PROGRAM 60 CONTACT HOURS

All students must complete one elective before enrolling in the first core course. The Electives Program's major objective is to enhance and complement the core curriculum by providing opportunities to achieve greater depth and breadth of understanding in issues of special interest.

- EL 42D1 Language Elective
- EL 42D2 Space Operations
- EL 42D3 Communicating for Effect
- EL 42D4 Nuclear Weapons
- EL 42D5 Counterinsurgency (COIN) and Military Support to Security, Stability, Transition, and Reconstruction (SSTR).
- EL 42D6 Sustainable Security

AIR COMMAND AND STAFF COLLEGE DISTANCE LEARNING NONRESIDENT IDE–NON-MASTER'S PROGRAM

Mission. Prepare field grade officers to develop, employ, and command air, space, and cyberspace power in joint, combined, and multinational operations.

Curriculum. The college's curriculum (Version 5.2) is designed to produce a more effective field-grade officer serving in operational level command or staff positions. The courses emphasize applying air, space, and cyberspace power in joint campaign planning and the operational art of war. The course of study is an integrated process. It begins with lessons designed to enhance the students' leadership and command skills and concludes with an exercise that offers students an interactive, educational experience in planning, generating, and employing air and space forces in support of a joint force commander's mission. In between, students explore national security issues; strategy and war theory; air, space, and cyberspace power history and theory; expeditionary Air Force force-employment concepts; and the capabilities and limitations that the US Air Force and its sister services contribute to joint force commanders. The curriculum is delivered via printed books, DVDs, CDROMs, and the Internet. Students receive an integrated multimedia curriculum that includes textbook readings, digitized multimedia offerings, and interactive applications. Students must achieve a minimum score of 70 out of 100 on each of seven examinations and complete three online exercises and a written requirement. Students may choose several methods to complete the program. The specific delivery methods for the curriculum are as follows:

- **Nonmaster's Program Self-Study.** This self-paced method of study allows students to choose the time and place of study. The college offers a framework for completing this program within the 18 months allotted by providing a recommended schedule for students to follow. To enhance flexibility, however, students may enroll anytime and deviate from the recommended completion schedule as time permits. Because of the program's flexibility, this method is the most popular one for completing the NMP.
- **Base-level Seminar.** In this 10.5-month version of the NMP, students coordinate with their base education office to form the seminar and then meet weekly at participating home stations in a forum designed for the free exchange of ideas and opinions. Seminar participants share unique background

Curriculum Descriptions (Continued)

experiences and technical expertise. The college details the framework for conducting the seminar program by providing a schedule for the seminars to follow. The seminars are composed of five to 18 members and may begin anytime colocated students elect to form a seminar. Although seminars typically start in August, to coincide with dependents' school schedules, they can start any time.

- **Air Reserve Component Seminar.** The Air Reserve Component Seminar (ARCS) is specifically focused on the unique needs of select AFRES and ANG students. It is a hybrid seminar-correspondence program, running from one summer to the next. Initially, students assemble in seminars to complete the first two courses of the seven-course curriculum. These seminars are faculty-facilitated, feature guest speakers, and allow students to benefit from shared experiences in a collaborative learning environment. At the end of the two-week period, students return to their homes and have one year to complete the next three courses on their own through correspondence. They reassemble the following summer to complete their final two courses in the enhanced seminar method previously described.

Eligibility. International applicants for the programs must be majors-select or higher or equivalent-grade civilian employees of the military department of a country or international organization assigned to a DOD billet. International officers may enroll through the Foreign Military Sales training sponsorship program.

Duration. Nonmaster's program: 18 months. Base-level Seminar: 10.5 months.

Course Title	Contact Hours
00030A The Challenges of Leadership and Command	27
00030B National Security Studies	27
00030C Strategy and War	27
00030D Air, Space, and Cyberspace Power	27
00030E Joint Forces	27
00030F Joint Planning	27
00030G Joint Air and Space Operations	27
Total	189

00030A THE CHALLENGES OF LEADERSHIP AND COMMAND - 27 Contact Hours

The Challenges of Leadership and Command course equips field-grade officers with the knowledge and tools to assist them in today's dynamic environment. It builds upon leadership information introduced during previous Air Force PME experiences. Officers must challenge themselves to sharpen inherent skills while striving to become better leaders. The course further introduces students to the special leadership situation of command. Command is based on relationships and is a unique position that brings with it special responsibilities. The course explores these responsibilities and common resources available to individuals to help meet the challenges of command.

Curriculum Descriptions (Continued)

00030B NATIONAL SECURITY STUDIES - 27 Contact Hours

The National Security Studies course demonstrates that military officers must understand today's complex and dynamic national and international security environment to operate effectively at all levels—including the operational level. Military officers must first realize how US policy makers prepare to respond to the security environment through the development of national-level strategies and plans. Only then can officers properly plan for the most effective use of the military instrument of power in synergy with the other instruments of power to protect US national interests.

00030C STRATEGY AND WAR - 27 Contact Hours

The Strategy and War course provides military officers with an understanding of how military strategy and the military instrument of power support the national security strategy and national objectives. Students develop a better understanding of the crucial relationship between levels of strategy and levels of war. The course examines key concepts associated with the use of military force—both the preferred American way of war and other types of warfare more prevalent in some cultures. Students also see how the DOD is addressing the evolving emphasis on security and stability operations. Military practitioners must be prepared for the difficult challenges they will face when attempting to apply operational art to achieve strategic goals in complex cultural contexts such as those found in Iraq.

00030D AIR, SPACE, AND CYBERSPACE POWER - 27 Contact Hours

The Air, Space, and Cyberspace Power course is designed to help students understand the most effective methods for employing air and space power by surveying historical examples, leadership influences, and doctrine. The course describes the transformation of air, space, and cyberspace power from the end of World War I through Operation Iraqi Freedom, reveals how that transformation is reflected in current USAF doctrine, and explains how USAF air and space expeditionary force operations provide air and space power for use by combatant commanders. The course introduces such basic Air Force doctrinal concepts as USAF distinctive capabilities and shows how the operational functions of air and space power help students grasp the unique capabilities and limitations of modern air and space power. This course equips students with the practical information they need to become effective advocates for air, space, and cyberspace power.

00030E JOINT FORCES - 27 Contact Hours

The Joint Forces course prepares students for assignments in joint environments and provides a baseline of knowledge for further studies in joint operations. It explores the intent, organizing principles, and command relationships of joint organizations, while focusing on concepts central to effective joint operations—unity of command and unity of effort, integration, and interdependence. The course then reviews the influences that the individual services have on joint force operations. This is accomplished through a review of how the services present forces, capabilities and limitations of key forces, and service doctrine. Central to this effort is a review of both joint and service doctrine—the best way to conduct military affairs. The course is presented in three phases and provides an operational-level perspective of joint forces.

00030F JOINT PLANNING - 27 Contact Hours

The Joint Planning course provides students with an analysis and comprehension-level understanding of how combatant commanders support global security for US interests at home and abroad. The course identifies the national-level systems as the driving force behind the complex planning performed by combatant commanders and then explains doctrinal concepts, including non-US military integration, common terminology, and tools used in joint operation planning. Next, it distinguishes between the two planning processes used at the strategic and operational levels: the contingency and crisis action planning processes. The course concludes with a hands-on exercise that reinforces key concepts by having the students apply their knowledge in a simulated joint force planning cell.

Curriculum Descriptions (Continued)

00030G JOINT AIR AND SPACE OPERATIONS - 27 Contact Hours

The Joint Air and Space Operations course examines the people, processes, and products involved in planning, directing, and executing joint air and space operations in support of the joint force commander's operations plan. Using both joint and Air Force doctrines, the course addresses the roles and responsibilities of the JFACC and his or her war-fighting headquarters—the joint air operations center (JAOC). The course describes considerations for employing joint and multinational forces at the operational level of war. The course further introduces students to the fundamentals of space and information operations. Students will use the concepts learned in this course to plan and execute the final exercise of the curriculum, the Joint Air and Space Exercise (JAEX). JAEX requires that students develop a strategy to achieve stated objectives and then execute that strategy by developing air tasking orders (ATO).

INTERNATIONAL OFFICER SCHOOL

Mission. Prepares international officers for resident PME; supports international students and their families; and executes Air University's International Affairs Program.

The International Officer School (IOS) was established in 1954 as the Allied Officer Preparatory School. Since 1954, more than 10,800 international military students (IMS) from 143 countries have completed the program. The preparatory courses improve students' abilities to express ideas clearly (as speakers and writers) and to read and comprehend written and spoken materials used in Air University (AU) classes. A program of planned classroom activities, field-studies trips, and a local community sponsorship program—Alabama Goodwill Ambassadors (AGA)—introduces students to the political, military, and socioeconomic aspects of American culture. This orientation enables students to adjust more readily to the USAF and civilian communities. Academic requirements for each course are geared specifically to the PME schools in which the students enroll. The IOS Administration Division (DA) functions as the International Military Student Office and provides administrative support to international students attending any AU school. The Education Division (DE) plans, develops, and implements course curriculum and instruction.

Curriculum. The secretary of the Air Force for international affairs (SAF/IA) invites countries to attend AU PME courses in conjunction with the Air Force Security Assistance Training (AFSAT) organization in coordination with regional combatant commanders. Global security cooperation offices must ensure each IMS is properly vetted in accordance with Defense Security Cooperation Agency (DSCA) and military department guidance. IMSs must also meet minimum English competency levels for their respective course of attendance.

Eligibility. Secretary of the Air Force for International Affairs (SAF/IA) extends invitations to countries to attend AU PME courses in conjunction with the Air Force Security and Training (AFSAT) Squadron and in coordination with regional combatant commanders. Global security cooperation offices must ensure each international military student (IMS) is properly vetted in accordance with Defense Security Cooperation Agency (DSCA) and military department guidance. IMSs must also meet minimum English competency levels for their respective course of attendance.

The Squadron Officer School (SOS) and Air Command and Staff College (ACSC) preparatory courses require an English comprehension-level test score of 70, while the Air War College (AWC) preparatory course requires a test score of 80. Students must meet certain physical standards outlined in the Air Force Education and Training Course Announcements (ETCA).

Refer to the ETCA web site at <https://etca.randolph.af.mil> for additional information. ETCA course numbers: MIOS001 for the SOS Preparatory Course, MIOS002 for the ACSC Preparatory Course, and MIOS003 for the AWC Preparatory Course.

Curriculum Descriptions (Continued)

MIOS001 SOS Preparatory Course	Contact Hours
Administration	17
Field Studies Program	92
Communications	81
Military Studies	11
Leadership	37
Total	238
MIOS002 ACSC Preparatory Course	Contact Hours
Administration	18.50
Field Studies Program	97.50
Communications	94.00
Military Studies	19.50
Leadership	6.50
Total	236
MIOS003 AWC Preparatory Course	Contact Hours
Administration	27
Field Studies Program	105
Communications	70
Military Studies	36
Leadership	2
Total	240

Course Descriptions (Each course includes the following areas.)

ADMINISTRATION. During this course phase, IMSs in-process and receive tours and briefings about Maxwell AFB and the city of Montgomery. They receive orientation in various aspects of the individual IOS preparatory courses and programs. This includes welcome and graduation ceremonies, curriculum, and schedule briefings, and a tour of the Muir S. Fairchild Research Information Center. Students participate in formal and informal feedback sessions with instructors throughout the courses as needed.

FIELD STUDIES PROGRAM. The Field Studies Program is the largest curriculum area and allows students to gain a better understanding of US institutions, ideals, and culture. Some topics include the American way of life, US government institutions, education, and US news media. A significant portion of this program is devoted to democratic ideals, human rights, and related training to support Departments of State and Defense objectives for security assistance training. Field trips and tours are conducted in the Montgomery area, southeast region of the United States, and Washington, DC.

Curriculum Descriptions (Continued)

COMMUNICATIONS. Communications skills development constitutes a significant part of the instruction at IOS. It includes English best practices instruction designed to increase the student's ability to speak and understand American English and communicate ideas both orally and in writing according to USAF standard. In addition, writing and briefing instruction, with application exercises, is provided based on follow-on PME school's communication techniques. This area also includes computer instruction with hands-on training in applications appropriate to the specific follow-on PME school.

MILITARY STUDIES. The Military Studies area introduces students to the mission, organization, policies, concepts, and terminology of the US military.

LEADERSHIP. Students are introduced to various leadership theories, concepts, and models; instruction is geared at a level appropriate to the follow-on PME school. This area also introduces the physical fitness requirements of follow-on PME schools, with emphasis on leadership, followership, problem solving, and teambuilding, which is particularly important for students preparing to attend SOS.

OTHER PROGRAMS

IOS conducts several nonacademic programs to enhance the cultural experience and academic education of international military students and their dependents.

ALABAMA GOODWILL AMBASSADORS. AGA is the official AU sponsorship program for IMSs and their families. It welcomes and acquaints them with aspects of American culture to which they may not otherwise gain exposure through their formal AU courses and activities.

INTERNATIONAL FAMILY LOAN PROGRAM. This program lends IMSs and their families (for a nominal fee) such essential household items as dishes and utensils. This service eliminates the need for students to purchase items they would discard before leaving AU.

INTERNATIONAL FAMILY ORIENTATION PROGRAM. This two-week family orientation program is conducted each summer for the dependents of the IMSs attending ACSC and AWC. It orientates students to American culture and local community services, activities, and institutions. Recreational activities are also conducted for the children.

AIR UNIVERSITY INTERNATIONAL HONOR ROLL. This honor roll recognizes international graduates of AU PME courses who have become heads of service, ministers of defense, heads of state, or other high-level officials within their own countries.

INTERNATIONAL DEPENDENTS ENGLISH COURSE. This six-week course, conducted each fall, provides conversational English skills that adult IMS dependents need daily. While managed by IOS, the course is taught entirely by volunteers from Maxwell and the local community.

Professional Resources

Name	Position	Area of Expertise	Region of Interest
Maj Ian B. W. Bryan	Professor, School of Advanced Air and Space Studies	Litigation Attorney, history, political science	International
Basma S. Abdul-Hamid	International Security and Military Studies Instructor	Design, development, execution, and evaluation of the resident educational program at Air Command and Staff College	Middle East
John T. Ackerman	Assistant Professor of National and International Security Studies	National, international, and environmental security issues	International
L. Michael Allsep, Jr.	Professor of Comparative Military Studies	History of the United States military, civil-military relations, the transatlantic world and global history; developing, planning, reviewing, and validating course curriculum.	CONUS
Kris A. Bauman	Course Director, International Security Course	Course curriculum development, lesson plan development, scheduling, and instructor skills	CONUS
Edwina S. Campbell	Professor of National Security Studies	Security, strategy, government, and foreign affairs	Germany, International
Barak Joseph Carlson	Academic Instructor and Advisor	Security studies and transatlantic relations, platform instruction, and building curricula	CONUS
Stephen D. Chiabotti	Chief Academic Officer	Military Transformation in the Industrial Age, Digital Interactive Multimedia Database	CONUS
Silvia Conrad	Editorial Assistant of the Air & Space Power Journal	Portuguese, Spanish, and English grammar, production and printing procedures	CONUS
Charles E. Costanzo	Associate Dean for Academic Affairs	International relations, post-Communist East European and Russian comparative politics, public policy and administration, American politics, international politics, and military and civilian space policy	CONUS
Lavern E. Curry	Instructor	Standardization and evaluation, initial qualifications and unit training	CONUS
Ronald Dains	Assistant Professor of National Security Studies	International relations, American politics and public administration	CONUS
John Davies	Professor of Comparative Military Studies	National Security Policy, Integrated Air Picture System Engineering, Advanced Combat Identification Technologies, and Advanced Electronic Warfare Technologies	CONUS
William T. Dean III	Associate Professor of Comparative Military Studies	Counterinsurgency, Foreign Internal Defense, unconventional warfare and human intelligence operations (HUMINT)	CONUS
Robert C. DiPrizio	Associate Professor of International Security Studies	National and international security issues, including humanitarian interventions and the Arab-Israeli conflict	International
Everett Carl Dolman	Professor	Coercion, Deterrence, and National Security; Space and Information Power; Thesis Research	International

Professional Resources

Name	Position	Area of Expertise	Region of Interest
Robert S. Ehlers, Jr.	Lieutenant Colonel, USAF	Operational air intelligence assignments, military history	International
James Wood Forsyth, Jr.	Professor, Political Science and National Security Studies	International Politics, Comparative Politics, Security Studies	International
Lewis K. Griffith III	Associate Professor of National Security Studies	Security studies, weapons proliferation, humanitarian intervention, the implications of globalization on the state security policies of non-Western states, national security theory, and the War on Terror	International
Michael L. Grumelli	Associate Professor	American and military history, USAFA Interactive-Multimedia Air Power History Project	International
John O. Hagen	Instructor and Deputy Course Instructor for National Security Course	Curriculum development and faculty development for a course that familiarizes students with the international security environment, platform instruction, and building curricula	International
Mary N. Hampton	Full Professor of National Security	NATO politics, American security and foreign policy, German and European security policy, and Russia security policy	Germany, Europe, Russia
Dan Henk	Professor	Social anthropology, defense budgeting in African countries, new military roles and missions and emerging new definitions of "security," with a focus on environmental security	Europe and Africa
Kevin C. Holzimmer	Professor of History	National security strategy, joint military strategy, service and joint doctrine	International
Thomas Hughes	Associate Professor	American and military history	CONUS
Robert C. "Sherpa" Hume	Instructor, Joint Warfighting Department	Development, execution, evaluation, and revision of curricula. Builds and enhances faculty expertise on joint armed forces/campaign planning/execution at the operational level of war	CONUS
Guocheng Jiang	Editor, Air & Space Power Journal—Chinese	US publication and software industries as language specialist and project manager	CONUS
Budd A. Jones, Jr.	Professor; Director of the Joint Education Office	Strategy, military history and thought, the history of airpower, joint campaign planning, and joint air operations planning	CONUS
Michael W. Kometer	Professor of Security Studies	Develops and teaches a curriculum designed to educate an elite group of future leaders to become air, space, and cyberspace strategists	CONUS
Jeffrey J. Kubiak	Research Fellow at the Air Force Research Institute	National defense, military arts and science	CONUS
Brian W. Landry	Assistant Professor of Joint Warfare Studies	Leadership experience in peacetime, training, contingency, and combat operations	CONUS

Professional Resources

Name	Position	Area of Expertise	Region of Interest
John T. LaSaine, Jr.	Associate Professor	History of US national security policy, international relations, and theory and practice of professional military education, to include curriculum development	International
Drina Marmolejo	Editorial Assistant of the Air & Space Power Journal-Spanish	Linguistics. Spanish language editing specialist.	Panama
Michael Perry May	Assistant Professor of Comparative Military Studies	Global relations, 20th century military history, and airpower strategy	International
Iris Moebius	Editor, Air & Space Power Journal – Portuguese	Linguistics, Portuguese / Spanish	Brazil
Richard R. Muller	Professor of Military History and Associate Dean of the USAF School of Advanced Air and Space Studies	History of World War II and the development of airpower, airpower history, strategy, decision making, technology and military innovation	International
Robert B. Munson	Assistant Professor of Comparative Military Studies	Connection between conflict and the environment in Africa as well as the landscape changes in northern Tanzania.	Tanzania, Africa
S. Mike Pavelec	Associate Professor	Military technology and innovation, and the interconnected nature of the Military-Industrial Complex	International
Richard M. Perry	Assistant Professor	Joint forces, joint planning, and joint air and space application. Develop, plan, review, and validate course curriculum	International
John R. Reese	Assistant Professor of Joint Warfare Studies	History of military intelligence, the American Civil War, and the history of airpower in World War II. Develop curriculum for and teach the Leadership in Warfare; Air, Space, and Cyberspace Operations; and Practice of Command courses	International
Matthew R. Schwonek	Associate Professor	Trained Central European and Russian specialist; Course Instructor for Leadership and War, Air and Space Power, Research Electives	Europe and Russia
Brian R. Selmeski	Assistant Professor of Anthropology	How armed forces can systematically enhance cross-cultural competence through professional military education. Ecuadorian Army's doctrine of multicultural nationalism, conscription of indigenous men and development programs for rural communities.	Ecuador, Latin America
John B. Sheldon	Lecturer	Strategic theory, intelligence, security policy, European security, missile defense and space power	International
Elyane Tarazi	Editorial assistant for Air and Space Power Journal in Arabic	Editorial procedures in the English and Arabic languages and programs	Lebanon, Middle East
James M. Tucci	Associate Professor	Insurgency and Terrorism, National Security, Middle East Regional Studies, Inter/National Security and Strategy, Strategy and War, Expeditionary Air and Space Power	International

Professional Resources

Name	Position	Area of Expertise	Region of Interest
James Drew Kiras	Associate Professor of Military Technology and Innovation	Special operations and strategy, terrorism, insurgency, globalization	International
Michael E. Weaver	Assistant Professor of Comparative Military Studies	American and European military history, American foreign relations history, and early American history	US and Europe
Anthony B. Williams	Academic Instructor and Advisor	Develop curriculum, prepare instructors, and evaluate resident course curriculum. Instruct officers in the leadership, command, and communication skills required by contemporary military commanders to execute air and space power	International
Harold Raymond Winton	Professor	Military History and Theory	International
Stephen E. Wright	Professor of Political Science	United States Air Force Airpower, Evolution of NATO Command Structures, Aerospace Strategy	International
Luyang Yuan	Assistant Editor, ASPJ Chinese edition	Operations and interactions between leadership decision making and various driving factors ranging from economic, political, social, cultural, ethnic, and religious forces to external influences	China
Jonathan K. Zartman	Assistant Professor of National Security Studies	Nongovernmental organizations, corruption reduction strategies and conflict management, Culture and Regional Studies, National Security, Leadership, and Leadership and War	International



With the war on terrorism raging, the spotlight justifiably is on the Army's medics, evacuation units, surgical teams and field hospitals in the theater of war.

Yet the Army Medical Department is also a seamless chain of care stretching back to fixed hospitals in Europe and the United States, where soldiers receive state-of-the-art care.

Army Medical Department Center & School

*MG Philip Volpe,
Commanding General*

www.cs.amedd.army.mil

Phone: (210) 221-8317
DSN: 471-8317

US Army Medical
Department Center and
School
ATTN: MCCS-IHS
3630 Stanley Road
Ft. Sam Houston, TX 78234

The six corps of the AMEDD

- ◆ Medical Corps
- ◆ Medical Service Corps
- ◆ Army Nurse Corps
- ◆ Army Medical Specialist Corps
- ◆ Dental Corps
- ◆ Veterinary Corps

Mission

We envision, design and train a premier military medical force for full spectrum operations in support of our Nation.

Envision means looking at what the Army's medical force should look like and what it should be able to accomplish given the missions it can be expected to receive.

Design means building the tactical medical units, approving their equipment sets and developing the medical doctrine needed to provide quality healthcare in the field: whether the battlefield or the humanitarian assistance field.

Train means providing the education and training to develop military and civilian students into proficient and ready members of the military force.

Vision

To be the foundation on which the AMEDD is built, sustained and transformed.



**U.S. Army Academy of Health
Sciences**



**Defense Medical Readiness Training
Institute**



Medical Education Training Campus

We save lives...on and off the Battlefield!

Curriculum Descriptions

ANIMAL CARE SPECIALIST

Course: 321-68T10

MASL: B175253

Location: FT SAM HOUSTON, TX

Course Length: 11 Weeks

Scope: Provide training for enlisted veterinary personnel to assist in the care, management and treatment of animals in veterinary service teams, veterinary treatment facilities, and/or research facilities. Subjects include administration, basic sciences and diagnostic laboratory procedures, anatomy, physiology, radiology, pharmacology, veterinary pathology and disease, lab animals, anesthesiology, surgical procedures, and the handling, care and management of animals.

Prerequisite MASL: None

Prerequisite: Soldiers may not have undergone a splenectomy. Soldiers may not have an aversion to the sight of blood or to euthanasia of animals. Normal color vision; good eye-hand coordination; finger dexterity; full use of upper and lower extremities; high school Level algebra and basic science. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Encourage participation in the Army Fitness Training Program. Females must not be pregnant.

DENTAL SPECIALIST

Course: 330-68E10

MASL: B175231

Location: FT SAM HOUSTON, TX

Course Length: 7 Weeks 3.0 Days

Scope: Provides the student with the skills necessary to perform tasks required of a dental assistant in the examination, care and treatment of dental diseases and disorders. Subjects include preventive dentistry, dental records and equipment and basic dental sciences.

Prerequisite MASL: None

Prerequisite: Normal color vision; good eye- hand coordination; finger dexterity; full use of upper and lower extremities; high school Level algebra and basic science. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Encourage participation in the Army Fitness Training Program. Females must not be pregnant.

EAR, NOSE, AND THROAT SPECIALIST (ENT)

Course: 300-P2

MASL:

PHASE 1: B175261

PHASE 2: B175262

Location: FT SAM HOUSTON, TX

Course Length: 13 Weeks

Scope: Phase I (6 weeks) provides enlisted personnel a working knowledge of subjects necessary to provide full assistance to ophthalmologists and optometrists in military eye clinics. Didactic study includes: terminology, anatomy, physiology of the eye. Pathological conditions, vision and diagnostic testing, sterilization of eye equipment and instruments, optical procedures, minor surgery, and history taking. Administrative procedures, assisting medical doctors, management of supplies, and the ordering and safeguarding of medical records. Phase II (7 weeks) is OJT in a clinical environment. Total course length: 13 weeks. Work uniform required.

Curriculum Descriptions (Continued)

Prerequisite MASL: Phase 1 - B175211, Phase 2 - B175261

Prerequisite: Must have completed 300-68W10. Normal color vision and perception. Good eye-hand coordination for manipulation of small instruments. No aversion to blood. High school Algebra. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Encourage participation in the Army Fitness Training Program. Females must not be pregnant.

HEALTH CARE SPECIALIST (COMBAT MEDIC)

Course: 300-68W10

MASL: B175211

Location: FT SAM HOUSTON, TX

Course Length: 16 Weeks 0.0 Days

Scope:

The course prepares enlisted personnel to become soldier medics and provide emergency medical treatment, limited primary care, force health protection and evacuation in a variety of operational and clinical settings from point of injury or illness through the continuum of military health care. The students receives specific training in combat and military operations other-than-war casualty care, medical care for patients exposed to weapons of mass destruction, deployable medical systems, aircraft and ground evacuation, and casualty triage and processing. The course trains the requirements of the National Registry of Emergency Medical Technicians - Basic (EMT-B) as a foundation for the Health Care Specialist. Upon successful passing all testing requirements in accordance with the Student Evaluation Plan (SEP) the International Military Student (IMS) will receive the National Basic Emergency Medical (EMT-B) certification

Prerequisite MASL: None

Prerequisite:

Good near and far vision. Normal color vision and perception. Good eye-hand coordination. No aversion to blood. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Encourage participation in the Army Fitness Training Program. Females must not be pregnant.

MEDICAL LOGISTICS SPECIALIST

Course: 551-68J10

MASL: B152224

Location: FT SAM HOUSTON, TX

Course Length: 5 Weeks 3.0 Days

Scope:

The Course provides training in medical materiel procedures in TOE/TDA AMEDD units. Major areas of concentration includes: medical publications and directives, medical materiel property control procedures, medical materiel stock accounting procedures, medical materiel functions at the organization/installation level, and the Army Physical Fitness Program. Methods of instruction include: conferences, demonstrations and practical exercises.

Work uniform required.

Prerequisite MASL: None

Prerequisite:

Normal color vision and perception. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Encourage participation in the Army Fitness Training Program. Females must not be pregnant.

Curriculum Descriptions (Continued)

MENTAL HEALTH SPECIALIST

Course: 302-68X10

MASL: B175227

Location: FT SAM HOUSTON, TX

Course Length: 19 Weeks 4.0 Days

Scope:

This course is designed to provide the student with general knowledge of and proficiency in gathering and recording social and psychological data and in counseling personnel in diverse military human service setting such as Division mental health sections, clinics, hospitals, correctional facilities, Drug and Alcohol Treatment Centers and Army Community Service Centers. Emphasis is placed on communication skills, relationship building skills, psychological assessment procedures, interviewing techniques, and counseling approaches for use with a wide variety of behavioral, emotional and social problems. The course integrates didactic classroom instruction with intensive, closely supervised practical exercises.

Prerequisite MASL: None

Prerequisite:

No evidence or record of instability immaturity, personality disorder and/or other disabling mental disorder. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Encourage participation in the Army Fitness Training Program. Females must not be pregnant.

OCCUPATIONAL THERAPY SPECIALIST

Course: 303-N3

MASL:

Phase 1: B175247

Phase 2: B175249

Location: FT SAM HOUSTON, TX

Course Length: 33 Weeks 0.0 Days

Scope:

Phase I (17 weeks): Provides enlisted personnel the general knowledge of physical and behavioral sciences; working knowledge of the principles, concepts, and skills utilized to assist the occupational therapist in the implementation of treatment, remedial, health maintenance, and prevention programs for psychiatric as well as physical disabilities and pediatric patients. Phase II (16 weeks): OJT in a clinical environment.

Prerequisite MASL:

Phase 1: B175211

Phase 2: B175247

Prerequisite:

Must have completed 300-68W10. No limitation to heavy lifting. Good near vision with no corrective lenses. Normal manual dexterity. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Encourage participation in the Army Fitness Training Program. Females must not be pregnant.

OPERATING ROOM SPECIALIST

Course: 301-68D10

MASL:

Phase 1: B175225

Phase 2: B175226

Location: FT SAM HOUSTON, TX

Course Length: 19 Weeks 0.0 Days

Curriculum Descriptions (Continued)

Scope:

Phase I (9 weeks); Provides enlisted personnel with a working knowledge of principles of surgical technology practice, and the instruments, supplies, and equipment for surgical procedures. Didactic study includes; principles and methods of decontamination; sterilization and disinfecting; storage and handling of sterile supplies; identification and care of surgical instruments, specialized equipment, sutures, needles, blades, linen, and corrosion-resistant metalware; duties of scrub and circulating technician; principles and practice of sterile technique and universal precautions; transporting and positioning patients; operating room safety; handling of specimens, medications, eyes and homeostatic agents; and surgical specialties as related to surgical procedures. A field training exercise (FTX) is also incorporated into the course.

Phase II (10 weeks): OJT in a clinical environment, consisting of the practical application of skills learned in Phase I. Work uniform required. Strongly recommended IMS be immunized for Hepatitis B.

Prerequisite MASL:

Phase 2: B175225

Prerequisite:

No history of chronic or recurrent skin disorders subject to infection or allergic reaction to cleaning agents, antiseptics or disinfectants. No aversion to sight of blood or internal organs. No history of drug abuse. Good hearing. Finger dexterity. Normal color vision. Ability to stand for a minimum of 4 hours. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Encourage participation in the Army Fitness Training Program. Females must not be pregnant.

PATIENT ADMINISTRATION SPECIALIST

Course: 513-68G10

MASL: B165223

Location: FT SAM HOUSTON, TX

Course Length: 6 Weeks 3.0 Days.

Scope:

Provides enlisted personnel with a working knowledge of AMEDD basic medical records and reports, admission and disposition records, medical statistical reports and procedures. Basic fundamentals of Microcomputer operations to include keyboard skills.

Prerequisite MASL: None

Prerequisite:

The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Encourage participation in the Army Fitness Training Program. Females must not be pregnant.

PRACTICAL NURSE

Course: 300-M6

MASL:

Phase 1: B175228

Phase 2: B175230

Location: FT SAM HOUSTON, TX

Course Length: 46 Weeks 0.0 Days

Scope:

This course is taught in three Phases: Phase 1 at the Academy of Health Sciences, Fort Sam Houston (8 weeks) and Phase 2 at designated MTF's (38 weeks). The total course length is 46 weeks.

Phase 1 provides an expansion of basic Anatomy and Physiology presented in the primary MOS Health Care Specialist Course and introduces the fundamentals of Microbiology, Nutrition, and pharmacological mathematics concepts, fundamentals of nursing, train field-nursing skills/tasks, allow for set-up and use of ICU field medical equipment, instruction on set-up and storage of DEPMEDS, and introduce computer/information systems used for patient tracking and documentation such as Medical Communications for Combat Causality Care (MC4) and Composite Health Care System (CHCS I and II).

Curriculum Descriptions (Continued)

Phase 2 affords the student the opportunity to acquire the skills necessary to be a practical nurse in a variety of community-based and acute care settings. This training includes: advanced anatomy and physiology; expanded use of principles in microbiology; integration of pharmacology and nutrition care; as well as pathophysiology of the body systems and its manifestations. Medication administration is an essential component throughout training. The nursing process provides the framework for the acquisition of knowledge and application of skills. Emphasis is placed on the student's ability to integrate concepts and perform skills in a variety of clinical settings. The clinical rotations include, but are not limited to, medical-surgical, pre-and postoperative settings, pediatrics, obstetrics, gerontology, emergency room, and critical care management environments.

Prerequisite MASL:

Phase 1: B175211

Phase 2: B175228

Prerequisite:

Must have completed 300-68W10. Full use of all extremities. Eye-hand coordination and finger dexterity and auditory acuity. No history of chronic/recurrent skin infections or allergies. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Encourage participation in the Army Fitness Training Program. Females must not be pregnant.

PHARMACY SPECIALIST

Course: 312-68Q10

MASL: B175248

Location: FT SAM HOUSTON, TX

Course Length: 19 Weeks 0.0 Days

Scope:

Provide a working knowledge of drugs, their sources, preparation, uses, incompatibilities, and doses; pharmaceutical symbols and terms; interpretation of prescriptions and medication orders; storage, control procedures, and dispensing procedures performed under supervision of a pharmacy officer (AOC 67E) or a medical corps officer. Subjects include pharmacy administration, pharmaceutical calculations and chemistry, therapeutics, pharmaceutical preparation, sterile products, and pharmacy practice.

Prerequisite MASL: None

Prerequisite:

Normal color vision and near vision with or without corrective Lenses. Good eye-hand coordination and finger dexterity. No history of alcoholism, drug addiction or indiscriminate use of Habit forming or dangerous drugs. High school algebra and chemistry. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Encourage participation in the Army Fitness Training Program. Females must not be pregnant.

PHYSICAL THERAPY SPECIALIST

Course: 303-N9

MASL:

Phase 1: B175233

Phase 2: B175232

Location: FT SAM HOUSTON, TX

Course Length: 27 Weeks 0.0 Days

Scope:

Phase 1 (17 weeks) is conducted at the AMEDDC&S, Fort Sam Houston, Texas. Phase 2 (10 weeks) is conducted at designated medical treatment facilities. The total course length is 27 weeks. The 303-N9 Course is an introduction to delivery of health care and physical therapy services in relation to other patient-oriented services. In Phase 1 training students are instructed in mechanisms of normal movement and functions of the human body and consideration of how these are altered in selected congenital, traumatic, and pathological conditions. Theory and use of physical agents, specific methods of physical assessment, advanced techniques of exercise, ambulation, patient transfer, and impact of psychological problems in rehabilitation are presented. Enlisted students are provided with a solid foundation in the basic science of physical therapy techniques.

Curriculum Descriptions (Continued)

Prerequisite MASL:

Phase 1: B175211

Phase 2: B175233

Prerequisite:

Must have completed 300-68W10. No limitations to heavy lifting, prolong walking, or standing. Normal manual dexterity. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Encourage participation in the Army Fitness Training Program. Females must not be pregnant.

PREVENTIVE MEDICINE SPECIALIST

Course: 322-91S10

MASL: B175237

Location: FT SAM HOUSTON, TX

Course Length: 15 Weeks 0.0 Days

Scope: Inspect and evaluate sanitation and safety of living quarters, food service facilities, water supplies, industrial operations, and other facilities and operations as required. Evaluate adequacy of wastewater and solid waste disposal operations. Perform various entomological functions in support of insect and rodent control programs. Help collect data for communicable and occupational disease investigations.

Prerequisite MASL: None

Prerequisite:

Normal color vision. No aversion to sight of insect bites or stings. Credit for high school level courses algebra and chemistry. Also, a course in biology is recommended. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Encourage participation in the Army Fitness Training Program. Females must not be pregnant.

RADIOLOGY SPECIALIST

Course: 313-68P10

MASL:

Phase 1: B175241

Phase 2: B175242

Location: FT SAM HOUSTON, TX

Course Length: 46 Weeks 0.0 Days

Scope:

Phase 1 (24 weeks): Provides skill and knowledge training in radiography principles, with emphasis on radiographic procedures, principles of radiographic exposure, radiation protection, imaging equipment and techniques, radiographic film processing, evaluation of radiographs, and quality assurance. Foundational didactics include radiation biology, radiation physics, human structure and function, medical terminology, concepts of patient care, radiographic pathology, medical ethics and law, the role of radiography in the health care delivery system, and computer literacy. This phase includes laboratory practical exercises designed to test the validity of theories and concepts presented in the classroom. Manual skills are developed, refined and evaluated prior to clinical application.

Phase 2 (22 weeks): Applicatory clinical training under the supervision of qualified radiographers and radiologists at selected U.S. Army medical facilities emphasis is to acquire competency in performing procedures/exams on actual sick and injured patients.

Prerequisite MASL:

Phase 2: B175241

Prerequisite:

Eye-hand coordination and manual dexterity. Ability to stand for a long period of time. Credit for high school level algebra and one year of the basic sciences. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Encourage participation in the Army Fitness Training Program. Females must not be pregnant.

Curriculum Descriptions (Continued)

VETERINARY FOOD INSPECTOR SPECIALIST (BASIC)

Course: 321-68R10

MASL: B175239

Location: FT SAM HOUSTON, TX

Course Length: 8 Weeks 0.0 Days

Scope:

Provides a working knowledge of techniques used to determine identify, condition, and quantity in the food groups: red meats to include pork red meats to include pork, water foods, poultry, eggs, dairy products, fresh fruit and vegetables, and semi perishables. Sampling procedures and forms; contract administration; basic food inspection procedures to include sensory evaluation; and basic food establishment sanitation. Safety and quality assurance procedures; surveillance inspection and veterinary preventive medicine. Work uniform required.

Prerequisite MASL: None

Prerequisite:

Ability to stand for a long period of time. Ability to perform duty in extreme temperatures and capable of lifting and/or carrying a 50-pound container for a short distance. High school level credit in general science or chemistry and mathematics. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Encourage participation in the Army Fitness Training Program. Females must not be pregnant.

MEDICAL X-RAY SURVEY TECHNIQUES

Course: 6H-F18/322-F18

MASL: B175243

Location: FT SAM HOUSTON, TX

Course Length: 2 Weeks 0.0 Days

Scope:

Emphasis is placed on the physical principles of x-ray production and imagery, JCAHO and quality assurance, biological effects of radiation, organ dose estimation, and federal x-ray system performance standards. Practical exercises on survey procedures are an integral part of the course.

Prerequisite MASL: None

Prerequisite:

Females must not be pregnant. Applicants must be assigned to a position that requires knowledge of medical x-ray survey techniques.

BASIC INDUSTRIAL HYGIENE TECHNIQUES

Course: 6H-F11/ 322-F11

MASL: B175450

Location: ABERDEEN PROVING, MD

Course Length: 2 weeks

Scope:

This is a two-week course available for personnel performing primary duties in an industrial hygiene program or a supervisor of such personnel. This course trains the individual in basic techniques for ventilation, survey and sample collection, and use of basic industrial hygiene equipment. This course is conducted twice a year at the Academy of Health Sciences, Fort Sam Houston, Texas.

Prerequisite MASL: None

Prerequisite:

Any rank, Officer or Enlisted/Civilian. Personnel attending this course must be performing primary duties in an industrial hygiene program or supervising such personnel.

Curriculum Descriptions (Continued)

MEDICAL LOGISTICS OFFICER COURSE

Course: 8B-70K67
 MASL: B152217
 Location: FT SAM HOUSTON, TX
 Course Length: 8 Weeks 0.0 Days

Scope:
 Provides AMEDD officers with the principles and techniques used in the management of logistical functions in Army hospitals and TOE medical units. Training includes policy and procedures for procurement, stock control, property book management, storage and quality control procedures as related to class VIII supplies. Mobilization programs, medical assemblage management, and combat service support organization as pertains to class VIII support in a theater of operations are covered.
 Prerequisite MASL:
 Prerequisite:
 The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU).

JOINT OPERATIONS MEDICAL MANAGERS COURSE

Course: 6A-C4A
 MASL: B175284
 Location: FT SAM HOUSTON, TX
 Course Length: 5 Days

Scope:
 The Joint Operations Medical Managers Course is a tri-service, multinational, postgraduate, continuing medical education course designed for Medical Corps (MC), Medical Service Corps (MSC/MS), Biomedical Service Corps (BSC), Dental Corps (DC), Nurse Corps (NC/AN) and foreign national medical officers to function in management and leadership roles in a combat or Military Operations Other Than War (MOOTW) Health Service Support facility. Core competencies necessary to function in such positions are covered during the week of instruction. Major areas of instruction include: Joint Doctrine, Deployment Preparation, Lessons Learned, Threat Environment, Battlefield Ethics, Psychological Operations, International Law, HSS Capabilities, HSS Support Scenarios, Media Relations, Command and Control, Combat Psychiatry, Deployable Medical Systems (DEPMEDS), Military Operations Other Than War (MOOTW), Weapons of Mass destruction (WMD), Entomology, Public Health, and Force Health Protection. Briefs are presented by representatives from the Office of Defense/Health Affairs, Armed Forces Medical Intelligence Center (AFMIC), Defense Medical Readiness Training Institute (DMRTI), Armed Forces Program Blood Office (AFPBO) and other organizations. Lectures relate to a joint health service support practical exercise involving operational management and planning tools. The exercise involves a time-lined interactive practical scenario that reinforces the learned objectives and applies them in a participant format. Presentations by former medical deployment commanding officers, Joint Task Force Surgeons and/or others include briefings on United Nations' Peacekeeping Operations and Military Operations Other Than War (MOOTW).

Prerequisite MASL: None
 Prerequisite:
 IMS must be fully trained medical department officers eligible for assignment or assigned as a commander, administrator or department head at a deployable/field medical facility; be in the grades of O4 to O6. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Females must not be pregnant

PRINCIPLES OF MILITARY PREVENTIVE MEDICINE

Course: 6A-F5
 MASL: B175236
 Location: FT SAM HOUSTON, TX
 Course Length: 9 Weeks 0.0 Days

Scope:
 To provide Army Medical Departments (AMEDD) officers with the skills and knowledge to function in preventive medicine specialty areas at an entry level. Subjects common to all preventive medicine are presented in a

Curriculum Descriptions (Continued)

common core for all students. In addition to each group (i.e., Community Health Nurse, Nuclear Medical Science, Environmental Science, Sanitary Engineering, Health Physics, Entomology) receives instruction unique to their specialty.

Prerequisite MASL: None

Prerequisite:

Commissioned Medical Department officer. Knowledge of student's specialty group required no later than 90 days prior to report date. Must possess a Bachelor's Degree in a Health Science Discipline. Officers with a BA in other than health sciences will be considered on a case-by-case basis. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Females must not be pregnant.

PROFESSIONAL COURSES:

AMEDD OFFICER BASIC COURSE

Course: 6-8-C20 (Medical Service Corps)

MASL: B175205

Location: FT SAM HOUSTON, TX

Course Length: 10 Weeks 0.0 Days

Scope:

The Common Core Module provides initial training in the Army medical and dental health care system, health care operations, and minimum deployable skills. Also provides, basic branch orientation and training of newly commissioned MSC Officers, to include a general knowledge of responsibilities as commissioned officers of the uniformed services. Preparation in certain limited but critical areas which can be expected in functions at their duty station; duties and responsibilities in appropriate TDA/TDO units; leadership at platoon level; familiarization with duties of unit commander and staff. Work uniform required.

This course meets the requirements of Initial Entry Training mandated by Title 10, U.S. Code, the completion of which is required before an officer can be deployed outside the Continental United States (OCONUS). The course is divided into two modules: Preparatory, Common Core, and Track.

1. Common Core (8 weeks in duration).

a. After students complete the Preparatory Module, they attend the Common Core Module along with those OBC students who have had prior Army experience.

b. The Common Core consists of 3 weeks of general military subjects, a 1-week field training exercise (FTX), and 4 weeks of Leader Competencies Training.

2. Track.

a. The Track Module begins immediately following the Common Corps Module.

6-8-C20 (ARMY NURSE CORPS)

MASL: B175206

Location: FT SAM HOUSTON, TX

Course Length: 10 Weeks 0.0 Days

Scope:

The Common Core Module provides initial training in the Army medical and dental health care system, health care operations, and minimum deployable skills. Also provides, basic branch orientation and training for the newly commissioned Army nurse, dentists, and doctors, to include a general knowledge of responsibilities as a commissioned officer of the uniformed services. Preparation in certain limited but critical areas which can be expected in initial functions at their first duty station. Work uniform required. NOTE: Course contains NO nursing, medical or dental skills subjects.

This course meets the requirements of Initial Entry Training mandated by Title 10, U.S. Code, the completion of which is required before an officer can be deployed outside the Continental United States (OCONUS).

Curriculum Descriptions (Continued)

1. Common Core (8 weeks in duration).
 - a. After students complete the Preparatory Module, they attend the Common Core Module along with those CEO students who have had prior Army experience.
 - b. The Common Core consists of 3 weeks of general military subjects, a 1-week field training exercise (FTX), and. 4 weeks of Leader Competencies Training.
2. Track.
 - a. The Track Module begins immediately following the Common Corps Module.

Specialty Tracks: Each track listed focuses on that unique medical area of concentration focusing on the specific medical needs for that officer to prepare the officers for their initial medical department assignment.

MSC-PLATOON LEADER OFFICER BASIC (OBLC) 6-8-C20 (MS70B/67J)

MASL: B175205
Location: Fort Sam Houston, TX
Course Length: 9 Weeks

Scope: Provide the Medical Service Corps officers with additional skills in the area of health service support operations to include inventory and PMCS, loading/unloading vehicles (including evacuation platforms), establishing and protecting a unit area, and planning and conducting unit operations. Additional training consists of leadership and military skills training, Field Training Exercise (FTX), and medical specific training culminating in a Health Service Support Exercise for contingency operations.

NURSE CORPS OFFICER BASIC (OBLC) 6-8-C20(AN66)

MASL: B175706
Location: Fort Sam Houston, TX
Course Length: 9 Weeks

Scope: To familiarize the AMEDD officer with the Army Nursing Corps (AN). It focuses on that unique medical area of concentration focusing on the specific medical needs for that officer to prepare the officers for their initial medical department assignment. Additional training consists of leadership and military skills training, Field Training Exercise (FTX), and medical specific training culminating in a Health Service Support Exercise for contingency operations.

VETERINARY CORPS OFFICER BASIC (OBLC) 6-8-C20(VC64)

MASL: B175712
Location: Fort Sam Houston, TX
Course Length: 12 Weeks
Scope:To familiarize the AMEDD officer with the Army Veterinary Corps (VC).

It focuses on that unique medical area of concentration focusing on the specific medical needs for that officer to prepare the officers for their initial medical department assignment. Additional training consists of leadership and military skills training, Field Training Exercise (FTX), and medical specific training culminating in a Health Service Support Exercise for contingency operations .
Prerequisite MASL:

Prerequisite: Newly commissioned officer or equivalent in the Military Medical Department. Officers will not be enrolled in this course if they have a medical or physical condition, or a valid physical profile (to include a pregnancy profile), that precludes them from participating in field training exercises and Army Physical Fitness Training.

AMEDD CAPTAINS CAREER COURSE (OFFICERS ONLY)

Course: 6-8-C22 (phase I) International Students Only
MASL: B171206
Location: FT SAM HOUSTON, TX
Course Length: 9 Weeks 0.0 Days

Curriculum Descriptions (Continued)

Scope:

This course is designed to enhance an officer's military frame of reference and to provide training in military medical service support operations with an overall working knowledge regarding the duties and responsibilities of AMEDD officers during periods of peace and hostilities. This phase provides International officers with a common knowledge base in preparation for the resident Phase 2.

Prerequisite MASL:

Prerequisite:

Must be a Commissioned Officer and able to participate in the Army Fitness Training Program (APFT). The International Military Student must successfully complete all training requirements in Phase 1. Females must not be pregnant. Oral proficiency interviews may be required.

AMEDD CAPTAINS CAREER COURSE (OFFICERS ONLY)

Course: 6-8-C22 (phase 2) International and US Officers

MASL: B171207

Location: FT SAM HOUSTON, TX

Course Length: 7 Weeks 0.0 Days

Scope:

This course is designed to enhance an officer's military frame of reference and to provide training in military medical service support operations with an overall working knowledge regarding the duties and responsibilities of AMEDD officers during periods of peace and hostilities. The intent is preparation for command and staff positions of greater responsibility.

Prerequisite MASL: B175206

Prerequisite:

Must be a Commissioned Officer and able to participate in the Army Fitness Training Program (APFT). The International Military Student must successfully complete all training requirements in Phase 1. Oral proficiency interviews may be required. The Battle Dress Uniform (BDU) or equivalent is the normal prescribed duty uniform for all classes. Basic issue or equivalent is required (Class A/B and BDU). Encourage participation in the Army Fitness Training Program. Females must not be pregnant.

MEDICAL STRATEGIC LEADERSHIP PROGRAM (MSLP)

Course: 6-250-C1

MASL: B175283

Location: FT SAM HOUSTON, TX

Course Length: 3 Weeks 0.0 Days

Scope:

The Medical Strategic Leadership Program, 6-250-C1, is a multinational, multi-service, postgraduate program designed for foreign-national medical officers, in the rank (or equivalent rank) of O-5 and above and US military medical officers in the rank of O-5 or above. The course is approved for E-IMET funding. The program focuses on strategic leadership issues relevant to military healthcare operations. Major areas of instruction include international law, working with non-governmental organizations, medical policy, lessons-learned, homeland defense, interagency operations, media relations, and medical research. The program is three weeks in length. Each iteration focuses on a region of the world associated with a United States Combatant Command. The first week takes place at Fort Sam Houston, Texas. Only foreign-national students are in attendance. Instruction focuses on US Army medical policy, hospital operations, and training methods. Students from the US join the group the second week. Classes focus on regional and cultural issues impacting military operations, lessons learned in recent operations, international law, and working with non-governmental organizations. Week three convenes in New York where the class visits the United Nations, Office for the Coordination of Humanitarian Affairs and the Department of Peacekeeping Operations. The class then moves to Washington DC where they receive briefings at the Office of the Surgeon General, the Walter Reed Institute of Research, the State Department, the Pentagon, the Department of Homeland Security, the Capitol and other venues. Establishing relationships and increasing understanding of one another's medical capabilities is an integral part of the course. Students are asked to join mail groups and access a Community of Practice website that allows for continued communication and healthcare information exchange.

Curriculum Descriptions (Continued)

Prerequisite MASL: None

Prerequisite:

* Pre-Requisites: International: Must be an officer in the rank of O5 or above, or civilian equivalent. ECL of 80 percent.

BIOMEDICAL EQUIPMENT SPECIALIST

Course: 4B-F2/198-68A10

MASL: Pending

Location: HQ METC, FT SAM HOUSTON, TX

Course Length: 41 Weeks 0.0 Days

Scope:

This training will consist of the skills and knowledge necessary to enable a unit level maintainer to perform medical equipment maintenance services characterized by: repair by module replacement, to include simple printed circuit board repair; the repair of general medical, dental, or optical equipment malfunctions; the adjustment of medical, dental, or optical equipment utilizing common and special purpose tools, and Test, Measurement, and Diagnostic Equipment (TMDE); and the performance of scheduled preventive maintenance checks and services (PMCS), calibration, verification, certification,(CVC) and electrical safety tests. Upon successful completion of the course, graduates are awarded MOS 68A.

Prerequisites:

PULHES 222221 Required

Must meet height weight std IAW AR 600-9

Vision: Normal Red/Green (RG) Perception

Physical Demand Rating MODERATELY HEAVY - LIFT OCCASIONAL 80 LB, FREQUENT 40 LB

DENTAL LABORATORY SPECIALTY

Course: : 331-N5

MASL: Pending

Location: HQ METC, FT SAM HOUSTON, TX

Course Length: 24 Weeks 0.0 Days

Scope:

This course provides selected AMEDD enlisted personnel with the skills and knowledge required to perform as a 68EN5. Academic subjects include basic dental sciences, basic dental laboratory procedures, complete dentures, removal partial dentures, fixed prosthodontics, and special prostheses. This course will provide a working knowledge of basic dental laboratory techniques as well as fabrication techniques for complete dentures, removable partial dentures, simple fixed prostheses, orthodontic retainers, and occlusal splints. It also provides a general knowledge of dental laboratory support in a field environment. Upon successful completion of the course, graduates are awarded the 68EN5 ASI.

ADVANCED DENTAL LABORATORY SPECIALIST

Course: : 331-F1

MASL: Pending

Location: HQ METC, FT SAM HOUSTON, TX

Course Length: 3 Weeks 2.0 Days

Scope:

This course provides supplemental career training for dental laboratory technicians. Instruction includes studies of the fabrication of metal-ceramic substructures, color, porcelain application with emphasis on internal modifications, porcelain laminate veneers, pressable ceramics, and metal-free infiltration ceramics.

Curriculum Descriptions (Continued)

Prerequisites:

Technicians should be competent in the fabrication of basic single and multiple unit metal-ceramic restorations. Previous experience should include a minimum of 4 years in fixed prosthodontics, of which 2 years should be in dental ceramics. This course is open to Active Components (SPC and above), Reserve and National Guard Components, and DoD Civilians. Individuals must have successfully completed the 331-N5 course (or equivalent). Individuals who have already attended the 330-X2 course or the 6-8-C40 (BNCOC) Dental Lab Track are ineligible to apply. Physical and mental standards must be IAW DA PAM 611-21 and height and weight standards must be IAW AR 600-9. The minimum service remaining requirements for Reserve Components are governed by AR 135-200 and NGR 350-1, respectively.

INTERNATIONAL MILITARY STUDENTS FIELD STUDIES PROGRAM (FSP)

Promotes awareness and functional understanding of internationally recognized human rights and the American democratic way of life.

Activities and events support at least one of the following areas of emphasis.

- Internationally recognized human rights as outlined in the universal declaration of human rights.
- The democratic ideals of an elected government and effective civil military relations which reinforce the ideal of government by the people.
- The roles and interrelationships of a culturally, ethnically, economically, and socially diverse population in a democratic society.
- U.S. free enterprise system and its role in a democratic society

During training at the AMEDDC&S, International Military Students will have the opportunity to participate in the Field Studies Program.

Ways to meet the FSP objectives:

- Weekend Tours
- Visits to various institutions and historic sites
- Guest Speakers
- Social Functions
- Sponsor Programs

The above courses are now available for International attendance based on the student meeting course pre-requisites and quota allocations. Inquiries should be made through the Security Assistance Office at the U.S. embassy in country to the Office of the U.S. Army Surgeon General or the Office of International Military Student Office, AMEDDC&S. All courses are taught in English.

ECL Requirements: 80 percent for Officers and 70 percent for Enlisted

For the most up-to-date information about courses, please access the Army Schools web-site at:
<http://www.atrrs.army.mil/>

Professional Resources

Name	Position	Area of Expertise
Colonel Josef H. Moore	Dean, Graduate School, Academy of Health Sciences	Board certified in Sports Physical Therapy. He has over 50 publications in peer-reviewed journals and has received numerous nationally recognized research awards.
COL Peter T. Bulatao	Chief, Department of Clinical Support Services and Pharmacy Branch, Instructor	Board Certified in Pharmacotherapy. Pharmacy career that has included assignments as a Chief of Inpatient and Outpatient Pharmacies at Fort Ord and Fort Hood; Assistant Chief and Pharmacy Practice Residency Director.
LTC Rodrigo Chavez	Chief, Chemical, Biological, Radiological and Nuclear Sciences Branch	Specialize in Radiological Technology. Master of Science in Health Physics from Colorado State University.
Chaplain (COL) Daniel Moll	Chief of the Department of Pastoral Ministry Training	Bachelor of Arts Degree majoring in Pastoral Ministry in 1979. Lincoln Christian Seminary, Lincoln, Illinois with a Master of Divinity Degree majoring in Pastoral Care and Counseling, Saint Mary's University, San Antonio, Texas with a Master of Arts in counseling concentrating in Marriage and Family Therapy. Family Advocacy Staff Training, Chaplain Training Manager, Command General Staff College, Chaplain Division Level Course, Chaplain Colonel Level Course.
Colonel Leslie G. Huck	Chief, Department of Veterinary Science	Doctor of Veterinary Medicine Degree from Iowa State University, Masters of Science from the Ohio State University, Masters of Strategic Studies from Carlisle Barracks, Pennsylvania. Board Certified and a Diplomate of the American College of Veterinary Preventive Medicine.
Colonel Mustafa Debboun	Chief, Department of Preventive Health Services	
Colonel Denise L. Hopkins-Chadwick	Chief, Department of Nursing Science	Commissioned in the Army Nurse Corps as a 66H, Medical-Surgical Nurse in May 1987. Holds a Doctorate in Nursing Research from the Ohio State University
Colonel Randall Anderson	Dean, Academy of Health Sciences	Graduate of the National War College and holds Masters degrees in Military Art and Science (History), Health Services Administration, and National Security Strategy. He received his PhD in International Health Sciences (Research & Education) in 2010. Army Senior Aviator Badge and flew (Helicopter) over 1,200 hours
Colonel Robert J. Wilhelm	Chief, Department of Dental Science	Board Certified as a Diplomat of the Academy of General Dentistry and holds the Surgeon General's A Proficiency Designator as well as the Order of Military Medical Merit (O2M3)

Professional Resources (Continued)

Name	Position	Area of Expertise
Claude W. Bowman	Associate Dean, Academy of Health	Serves as a focal point for innovative curriculum development at AMEDDC&S and leads activities that influence the curriculum to proactively remain on the cutting edge of new medical technologies, processes, and procedures
Oscar Ramos-Rivera	Director International Military Student Office	Provides oversight to the US Army Medical Department International Training Program under the auspices of the DOD Security Assistance Training Program.
Lieutenant Colonel Jerrod Killian	Branch Chief for the Food Protection Branch, Department of Veterinary Science	He holds a Doctorate of Veterinary Medicine. He is a Diplomat, American College of Veterinary Preventive Medicine.
Colonel Michael Pasquarella	Chief, Department of Medical Science	He holds a Doctor of Osteopathy. He deployed to Afghanistan to serve as Senior Medical Officer, and then as the Deputy Surgeon for US Forces-Afghanistan.
Colonel John V. Teyhen	Director Center of Health Education and Training	Registered Environmental Health Specialist (REHS) with the National Environmental Health Association (NEHA).
SGM Janie McCoy	Academy of Health Sciences Senior Enlisted Instructor	
Colonel Daniel V. Chapa Jr.	Director, Medical Capabilities Integration Center	Board Certified in Healthcare Management and a Fellow in the American College of Healthcare Executives, Board Certified Resource and Materials Management Professional, trained and certified in DOD Contracting, Army Force Management, Joint and Army Medical Planning
CAPT Rich Dalton	Commander, Defense Medical Readiness Training Institute	
CAPT Miguel Cubano	Deputy Commander, Defense Medical Readiness Training Institute	Bachelor of Science from the University of Massachusetts; Doctor of Medicine from the Ponce School of Medicine in Puerto Rico; Surgery training at St Agnes Hospital, Baltimore, Maryland; veteran of operation Iraqi Freedom; 2003 Physician of the Year
RADM Bob Kiser	Commandant, Medical Education Training Campus	Undergraduate degree in Biology; Abilene Christian University. Doctor of Medicine University of South Florida College of Medicine. Master's degrees in Social Science, Strategic Studies, Business Administration, and Ministry. RDML Kiser is a Fellow of the American Academy of Family Physicians.

Professional Resources (continued)

Name	Position	Area of Expertise
Colonel Rafael C. Montagno	Deputy Commandant, Medical Education Training Campus	Distinguished Military Graduate from Saint Leo College with a Bachelor's Degree in Education. He also holds a Master's Degree in Aviation Safety and a Master's Degree in Industrial Safety Management, both from Central Missouri State University.
Chief Master Sergeant Kevin J. Lambing	Command Chief Master Sergeant to the Commandant, Medical Education and Training Campus	Principal advisor to the commandant on all matters affecting quality, welfare, morale, and professional development of 1,600 tri-service personnel assigned. Associate Degree in Allied Health Sciences, Community College of the Air Force, Bachelor's Degree in Occupational Education/Healthcare Administration Major, Wayland Baptist University, U.S. Air Force SNCO Academy, Master's Degree in Business Administration, Webster University, Chief Master Sergeant Leadership Course.
CSM Christopher A. Wallis	Commandant, NONCOMMISSIONED OFFICERS ACADEMY (NCOA)	Commandant of the US Army Medical Department Non-Commissioned Officers' Academy – Fort Sam Houston, TX
Mr. Kenneth Wilson	AMEDDC&S, International Military Student Office	Academic Support Specialist, Bachelor of Science; Emergency Health Sciences, UTHSCSA. NREMT Paramedic, 68W Instructor



The Asia-Pacific Center for Security Studies (APCSS) is a US Department of Defense academic institute that officially opened Sept. 4, 1995, in Honolulu, Hawaii. It provides a forum where current and future military and civilian leaders from Asia-Pacific nations gather to enhance Asia-Pacific security cooperation through programs of executive education, professional exchange and policy-relevant research.

The Center supports the US Pacific Command by developing and sustaining relationships among security practitioners and national security establishments throughout the region. With a non-warfighting mission, the Center focuses on comprehensive, multilateral and multi-dimensional approaches to defining and addressing regional security issues and concerns. The most beneficial result is building relationships of trust and confidence among future leaders and decision-makers within the region.

APCSS' mission is "Building capacities and communities of interest by educating, connecting, and empowering security practitioners to advance Asia-Pacific security." The APCSS provides a focal point where national officials, decision makers, and policy makers can gather to exchange ideas, explore pressing issues, and achieve a greater understanding of the challenges that shape the security environment of the Asia-Pacific region. A primary focus is the increasingly complex interrelationships of the military, economic, political, and diplomatic policies relevant to regional security issues.

APCSS sets the standard for international executive education and leader/organizational development to enhance multi-national security cooperation and capacity-building by being a:

- Venue of choice for security cooperation education
- Sought-after facilitator of security solutions
- Catalyst for leader and organizational capacity building
- Key node within information analysis and strategic understanding community
- Connector of communities of expertise and influence

The Center's executive education includes resident courses and outreach events such as mini-courses, conferences and research projects. They produce a dynamic, integrated program of study, workshops and research to support the Center's mission.

Senior military and government decision-makers in security-related positions from throughout the region participate in APCSS courses. These courses include a four-week Advanced Security Cooperation course; a one-week Transnational Security Cooperation course; a one-week Asia-Pacific Orientation Course; a four-week Comprehensive Security Responses to Terrorism course; a four-week Comprehensive Crisis Management course; and a three-day Senior Asia-Pacific Orientation Course.



APCSS Logo

The lamp of knowledge represents the academic focus of the Center and signifies the desire to foster understanding and cooperation through the study of regional security issues. The laurel branches form a wreath of peace which emphasizes the Center's non-war-fighting approach to addressing regional security. The visible portion of the world globe depicts the Asia-Pacific region, and the continuous ribbon symbolizes the strong interrelationship among the six geographic sub regions of the Asia-Pacific.

Asia Pacific Center for Security Studies

*Lt.Gen.(Ret) Dan Leaf,
Director*

www.apcss.org

Phone: 808-971-8900
Fax: 808-971-8999

2058 Maluhia Road
Honolulu , HI 96815

Curriculum Descriptions

ADVANCED SECURITY COOPERATION (ASC) COURSE

Purpose:

Advanced Security Cooperation (ASC) is an executive education course that addresses the major security challenges confronting Asia-Pacific security practitioners. The course is holistic in that it evaluates the complex nature of traditional and non-traditional security dynamics. Most importantly, it affords fellows (country participants) the opportunity to think critically about security issues and explore opportunities to develop collaborative strategies that address a range of challenges directly. These involve topics of internal security, including governance, the rule of law, and security sector development. The curriculum also includes issues of external and transnational security involving trans-border challenges associated with the global commons which require international collaboration and policy cooperation. Through the practical application of critical thinking and problem solving the course allows fellows to effectively understand and, in turn, address the Asia-Pacific's most pressing security issues. The ASC is a participant centered learning experience in which interactive and dynamic teaching methods are adopted for the benefit of a multi-national audience of practitioners.

Course description:

Advanced Security Cooperation is a four and a half week course designed to enhance individual leader capabilities in critical thinking, communication, collaboration, and decision-making in complex and culturally diverse environments. Created specifically for senior level security practitioners from across the Asia-Pacific region and beyond, the course provides an international setting that seeks to:

- Enhance decision-making capacity in order to capitalize on opportunities for regional collaboration.
- Improve international cooperation and interagency effectiveness on regional security issues; construct solutions for addressing protracted challenges associated with the global commons.
- Enhance civil-military relations and security sector effectiveness.
- Increase capacity for improving governance and security sector integration.
- Develop extensive networks and relationships with a community of mid-career & senior level security practitioners and experts.

Who would benefit by attending this course:

The Advanced Security Cooperation Course attracts a broad range of participants from across the region and beyond. The course curriculum is designed primarily for security practitioners and experts whose current and future responsibilities require significant participation in domestic and international security policy formulation and execution, and who have the following backgrounds:

- Military & Law Enforcement Officers; Foreign Service, Foreign Affairs Officers
- Representatives of Government Agencies and International, Regional and Non-Governmental Organizations
- Business (self-funded) and Media Representatives

Educational Objectives:

Enhance Knowledge on Security Trends and Tools of Cooperation

- Identify key strategic trends influencing and shaping the international and regional security environment.
- Share best practices of governance and security sector development.
- Mitigate tensions and foster cooperation on the global commons.

Enhance Leader Effectiveness

- Understand and incorporate cultural and national sensitivities.
- Communicate effectively (advocate/persuade, not just inform) in a variety of situations.
- Cooperate, contribute and lead within a multi-national team.
- Conduct complex problem analysis and project management.
- Use information communication technology to enhance cooperation levels.

Expand network of practitioners within the regional and global security community

- Build relationships with practitioners from other agencies, organizations, institutions, and countries.
- Develop an appreciation for a shared experience.
- Explore new and emerging information communication technologies (ICT) to maintain relationships and connectivity beyond the APCSS experience.

Curriculum Descriptions (Continued)

Educational approach

Core Curriculum

The ASC has five modules which each provide an opportunity to put ideas into practice through experiential learning. During Module I, fellows participate in understanding the complexities of security cooperation and confidence building, along with carrying out exercises focused upon negotiations, complexity, communications, and critical problem-solving. These processes involve using analytic tools to evaluate the sources, scope and implications of security problems. Module II provides fellows with in-depth lectures, case studies, and seminar discussions on the roles and responsibilities of major powers and issues of cooperation within the Asia-Pacific's sub-regions. Module III focuses on various opportunities to broaden security perspectives through the assessment of Transnational Security Cooperation. Themes include analyses of terrorism, maritime security, law-enforcement cooperation, and disaster management. Module IV provides fellows with a set of topics and discussions on internal security cooperation including governance, rule of law, and security sector development. In Module V, the course concludes with a major capstone exercise intended to tie together and apply the knowledge and skills developed over the previous three weeks. Throughout the course, fellows will also participate in small group case studies on sub-regional and transnational issues, and engage with an individual research project.

Elective Curriculum

The electives provide fellows with intensive study of specific issues through six sessions of a chosen topic. A broad range of electives are offered by APCSS faculty and adjunct faculty that include among others at certain times during the year: traditional security issues (terrorism, maritime security, security-sector development), non-traditional security issues (health security, energy security, soft power, science and technology, environmental security, law of the sea, disaster management) and practitioner skills (negotiations, and media training).

ASIA-PACIFIC ORIENTATION COURSE (APOC)

Purpose:

This course supports the U.S. Pacific Command and its sub-components' education needs and has expanded to include military and civilian officials from other U.S. government agencies, allies, and partner nations.

Course Description:

This one week course is more than just an introductory course to the Asia-Pacific region. However, for those who are new to the region, the course provides the foundational knowledge in Asia-Pacific security dynamics. For those who are already familiar with the region, the course provides a venue to share, reflect, and enhance their regional knowledge and experiences in an international context and an academic environment of openness. Faculty subject matter experts, many of them with regional backgrounds, offer insight into the region's culture, traditions and values that shape the formation of national and regional identities, interests, and behaviors. Through plenary lectures, expert panels, and small group seminar discussions, participants explore, examine, and assess U.S. interests and the interests of the region and their relationship to the political-military, socio-economic and transnational security dynamics facing the Asia-Pacific region today.

All course attendees attain membership in an expanded network of contacts among the community of security practitioners that includes their fellow classmates and APCSS faculty as well as the APCSS alumni network and a regional "community of expertise" via a dedicated web portal.

Who would benefit by attending this course:

- Primarily mid-level civilian officials and military officers (some selected warrant officers and NCOs), whose current position involves operating in international or intergovernmental settings, regional policy analysis, recommendations, or decision making, from U.S. PACOM, sub-components and self-funded allied/partner nations.
- Other USG and Asia-Pacific security practitioners, whose current/future responsibilities require significant input to intergovernmental policy analysis, formulation and decisions regarding the Asia-Pacific region.

Curriculum Descriptions (Continued)

Educational Objectives:

1. Enhance knowledge:
 - a. Develop an appreciation for regional cultural geography, national identities, and geopolitical considerations underpinning national and regional behaviors.
 - b. Enhance understanding of the comprehensive and interdependent nature of security in the region.
 - c. Gain insights on U.S. interests in Asia-Pacific Region and interests from the Region.
 - d. Recognize points of convergence and divergence between U.S. interests and the Region's interests.
2. Expand security-practitioner networks
 - a. Connect into the community of practitioners working with/in the Asia-Pacific region.

Educational Approach:

The educational approach and the course curriculum are designed to enable participants to compare, contrast, and integrate multi-dimensional perspectives of comprehensive security. Day one provides a framework to assess regional perspectives and cultural identity as well as U.S. interests and policies impacting the Asia-Pacific region. Days two through five focus on sub-regional perspectives and interests with an added opportunity to increase participant's knowledge on a specific country of his/her interest.

- Primary medium for learning in this course is activity-based participant-centered small group seminar discussions supported by current, real-world background context lectures, expert panels, electives, interactive luncheon discussions, on-line library support, and interactive web portal.
- Thematic and integrated seminars, interactive lectures, and panel discussions are guided by flexible APCSS faculty and facilitators encouraging mutual respect, transparency, non-attribution, effective listening, and clear communication skills. APCSS faculty facilitators leverage participants' knowledge and expertise to further enrich discussions and collaborative learning activities.
- The interactive activity-based learning environment affords the participants to reflect and connect newly acquired knowledge with the information they already knew to enhance their understanding of the subject matter.
- The on-line resources and connection to a network of security practitioners enable fellows towards life-long learning and continued collaboration beyond their one week experience at APCSS.

COMPREHENSIVE CRISIS MANAGEMENT (CCM) COURSE

Purpose:

This course brings together international Fellows from the Asia-Pacific region to build an intellectual foundation in crisis management, and to enhance professional networking for cooperation in crisis planning and response.

Course Description:

This four week course, taught once each year, helps Fellows develop a comprehensive understanding of crises and crisis management, with a focus on the strategic impact of decisions and actions before, during and after crises. Reflecting their complexity and scale, crises require a response that is well coordinated and multi-sectoral in nature. Very often, the assistance of international actors may also be needed. Collaboration and critical thinking skills are emphasized, as Fellows participate in lectures and small group discussions with faculty subject matter experts, maximizing the benefits of small-group interaction and discussion. Through hands-on group exercises and an individual project Fellows develop key leader skills to help them confront complex crisis situations. Fellows also have the opportunity to further refine their skills in problem analysis, framing and strategy development. As international Fellows, they share their diverse expertise and experiences in a trusted environment, where case studies and best practices create a truly unique, participatory learning outcome.

Curriculum Descriptions (Continued)

The course is structured into three blocks: In Part 1, Framing the Problem and Strategy Development, the emphasis is on developing skills in forming a comprehensive understanding of crises as complex phenomena, and designing strategies for assessments and approaches to solutions appropriate to such situations. Part 2, Core Functions in a Whole-of-Society approach to CCM, builds on this foundation by introducing a framework to help guide thinking on the multidimensional nature of such solutions and consequently, the critical importance and challenges of coordination amongst government agencies and all of civil society. Part 3, Collaboration and Communication in Crisis Management, introduces an additional layer of complexity to such coordination by drawing attention to the broad range of actors, national and international, with whom practitioners are likely to find themselves working in their capacities as crisis managers: various agencies of the United Nations, regional and international organizations, the private sector and NGOs, to name a few. Skills in negotiations and influence communications will be emphasized, as well as the critical qualities of leadership in such settings.

Who would benefit by attending this course:

The course is ideal for practitioners whose current or future responsibilities lie in the field of crisis management and recovery, to include mid-career to senior practitioners (O-4 to O-7 military personnel and civilian equivalents) from diverse backgrounds such as the military, law enforcement, relevant ministries in crisis management and disaster management authorities, as well as NGOs, regional and international agencies and organizations.

Participants come from all over the Asia-Pacific region, and in any one course, may be drawn from as many as 45 nations.

Educational Objectives

Enhance knowledge and skills in leadership for crisis management, in five core areas:

- a. An ability to form a comprehensive understanding of the situation at the strategic level, reflecting all aspects of its complexity and risks.
- b. An ability to devise accurate strategic assessments and solutions within this context of complexity.
- c. An ability to cooperate and collaborate effectively with partners in an interagency, multinational and cross-cultural setting.
- d. An ability to influence the public and other interested stakeholders through effective communications.
- e. An ability to leverage appropriate technology to support all phases of crisis management.

Educational Approach

Lectures are provided on topics relevant to crisis management by faculty and invited external subject matter experts. Lectures are followed by focused discussions of the lecture topics, maximizing the benefits of small-group interaction and discussion, where there is strong emphasis on hands-on activities and exercises.

Working in their seminar groups, attendees participate in a collaborative research project, the Regional Strategy Project, which offers an opportunity to apply the concepts, skills and knowledge gained during the course to recommend strategies to address a regional trend that poses a risk for crisis. Each participant also has an opportunity to pursue an individual dedicated Fellows Project focused on a specific crisis management challenge faced in their home agencies and nations. The Fellows Project allows participants to apply what they have learned during the course to devise a plan of action to address the identified challenge on their return to their home agencies and nations. The Fellows Project is structured so as to be nested under some form of National Strategic Guidance for their country.

Curriculum Descriptions (Continued)

COMPREHENSIVE SECURITY RESPONSES TO TERRORISM (CSRT) COURSE

Purpose:

This course is designed to address problems and solutions related to politically-motivated anti-state violence, in particular that subset of such violence often referred to as terrorism, which is a transnational threat to all states and particularly to those in the Asia-Pacific region. It will seek to enhance strategic understanding of this problem and elucidate comprehensive, national and multinational approaches to mitigate its effects. The course will use a broad combination of lectures (both in-house and guest speakers), seminar discussions, real-world case studies, and tailored exercise scenarios in order to maximize Fellow learning from subject-matter experts as well as from each other.

Course Description

As a comprehensive course, the annual three and one-half week CSRT course will first seek to define terrorism within a continuum of anti-state violence in order to best identify potential solutions. It will then examine the history of terrorism, discuss today's terrorist threats, work to better appreciate the challenges associated with countering ideological support for terrorism and violent extremism, achieve a more common understanding of global and regional terrorism challenges, analyze tools and capabilities for combating terrorism and related transnational threats in order to promote appropriate strategies. Understanding that this is a complex problem which has both a supply and demand component, it will also look at strengthening national governance capabilities across the spectrum including, but not limited to, security sector development.

The CSRT course is designed to build professional relationships between and among current and future officials of participating countries involved in addressing terrorism. It will effectively develop mutual respect, trust, and confidence in order to facilitate increased information sharing and a reduction of obstacles to cooperation in the international collaborative effort against those who use terrorism. The curriculum focuses on the non-warfighting aspects of security. After leaving the Center, CSRT graduates are encouraged to continue their collaborative efforts through IT/ET-enabled, portal connectivity.

Who would benefit by attending this course

Security practitioners (military, various ministry and law enforcement officials) and related officials whose current/future responsibilities require them to make recommendations to interagency officials involved in tactical through strategic policy formulation and implementation decisions related to combating terrorism and transnational crime. The preponderance of our Fellows come from the Asia-Pacific region, and are integrated with a limited number of non-regional Fellows to allow for discussion of transnational security challenges on a global basis

Educational Objectives

- Build a cadre of expert practitioners throughout the region who have a nuanced understanding of the terrorism, its direct and indirect causes, and related phenomenon.
- Broaden knowledge and sharpen skills in assessment of terrorism threats and collaborative planning of response postures and policies.
- Develop a community of CbT practitioners, capable and willing to collaborate at both the regional and global levels.
- Expand security practitioner networks and sustain through IT/ET enabled linkages.

Additionally, the CSRT course is linked to both Under Secretary of Defense for Policy (USD(P)) Goals and United States Pacific Command (USPACOM) Objectives.

The USD-P goals that the CSRT course is designed to address:

- Enhanced policy understanding and mutually supportive approaches to security challenges, especially the de-legitimization of extremism;

Curriculum Descriptions (Continued)

- Enhanced security communities which increase security through mutual understanding and collective or collaborative action;
- Improved sustainable institutional capacity to enhance national, regional and international security.

The USPACOM objectives that the CSRT course is linked to address:

- Develop Cooperative Security Arrangements.
- Strengthen and Expand Relationship with Allies and Partners.
- Reduce Susceptibility to Violent Extremism.

Educational approach

Fellows are expected to actively participate in the CSRT curriculum, which employs four distinct forms of learning: readings, lectures, seminar discussions, and exercises.

- Fellows complete required reading assignments, which provide a general overview of topics in the curriculum. Additional recommended readings provide further perspectives on core topics.
- Lectures provide professional insights from subject matter experts and set the stage for seminar discussions and the final gaming exercise.
- Small group seminars, guided by a facilitator, provide Fellows the opportunity to discuss individual topics, linking academic insights with professional experience.
- Course exercises are “learn by doing” interactive events that challenge Fellows to apply security concepts and strategies to simulated scenarios.

All aspects of the CSRT Course embody three important characteristics: transparency, non-attribution, and mutual respect. Transparency provides an academic environment of openness where all issues can be examined, debated, and discussed. To promote candor and open discussion, the College of Security Studies has a policy of non-attribution, which is binding on all who attend the CSRT Course. Comments and opinions expressed by anyone participating in the course will not be attributed to the speaker by name to non-participants without the speaker's prior approval. All interaction among the Fellows is done in a spirit of mutual respect in recognition of the tremendous diversity of nations represented in the course in terms of size, geography, culture, history, political system, and state of economic development.

SENIOR ASIA-PACIFIC ORIENTATION COURSE (SEAPOC)

Purpose

The Senior Asia-Pacific Orientation Course directly supports the U.S. Pacific Command by providing its senior staff and supporting components a participant-centered educational environment within which they can: add to their overall knowledge about the Asia-Pacific theater; build upon the senior leader skills necessary to successfully conceptualize, operationalize and execute U.S. policy in an increasingly complex, multi-actor Asia-Pacific; and, develop a network of their peers in the U.S. DoD and wider U.S. government.

Course description

The three-day course focuses on managing complex security challenges in a dynamic Asia-Pacific region. Curriculum will include an in-depth orientation to the major trends and range of potential medium-term outcomes in the Asia-Pacific, an identification of the primary collective action problems facing the U.S. with respect to the region, and the challenges presented by a multi-actor, multi-sectoral Asia-Pacific environment. These subjects are treated through a rigorous program of lectures and interactive discussions, as well as seminar sessions and collaborative Senior Leader Workshops.

All course attendees attain membership in an expanded network of contacts among security practitioners that includes their classmates and APCSS faculty as well as the APCSS alumni network and a regional “community of expertise” via a dedicated web portal. The Senior Asia-Pacific Orientation Course is held once per calendar year.

Curriculum Descriptions (Continued)

Who would benefit by attending this course

- U.S. PACOM or component Senior Leaders (07 or above, or civilian equivalent) whose current position requires making (or having significant input to) critical interagency decisions requiring significant input to intergovernmental policy analysis, formulation and decisions in international settings.
- U.S. Senior Leaders training for service in Asia-Pacific or Asia-Pacific related settings whose current/future responsibilities require significant input to intergovernmental policy analysis, formulation and execution.
- U.S. security practitioners serving as Senior Leaders for important interagency organizations/headquarters with Asia-Pacific linkages.
- O6 and civilian equivalents will be considered for registration where professional position offers special relevance to the course material.

Educational Objectives

To achieve the course purpose stated above, the APSM Course has specific educational objectives in four areas: 1) Enhanced knowledge, 2) Improve Fellow Leader Skills, 3) Expand Fellow security-practitioner networks, 4) Build Fellow Teaming Skills:

1. Enhanced knowledge in the following areas:

- Knowledge and understanding of the Asia-Pacific region as a whole.
- Clearer appreciation of how Senior Fellow peers across the U.S. Government community perceive the region and its dynamics, and what activities those peers have are undertaking in their management of the security of the region.
- Understanding of how dynamism in Asia affects U.S. interests and U.S. policy making practices.
- Ability to characterize U.S. policy challenges by problem typology, and to match problem typologies with particular analytic strategies/methodologies.

2. Improve Fellow leader skills in the following areas:

- Enhancing skills and abilities in articulating U.S. national security policy; confidently and assertively proposing options to security-policy formulators and decision-makers for action.
- Effectively evaluating value-based problems, collective action problems and complexity in U.S. policy making, and understanding how problem typologies impact strategy suitability.
- Developing skills related to leader collaboration: including interagency problem assessment and management, effective communication and negotiation, and developing action steps.

3. Expand Fellow security-practitioner networks in the following areas:

- Among Asia-Pacific Security Management Course Fellows.
- Among APCSS faculty and guest lecturers.
- Through alumni contacts at home and regionally.

4. Build Fellow Teaming Skills:

- Identify, link, and exploit team-member expertise, perspectives:
 - Unique contributions possible.
 - Areas of agreement/disagreement/inter-dependencies.
- Negotiate priorities, organize effort and synchronize strategic objectives.
- Identify requirements to act (terms of reference, subject knowledge needed, methods of operating).

Educational approach

- Three approaches to learning in this course are: context lectures followed by interactive sessions; seminar-format electives; and Senior Leader Workshops.
- All sessions will allow the Senior Fellows to interact with APCSS Senior Leadership and each other, enabling learning both from Subject Matter Experts on Faculty and from a Senior Fellow peer group.
- Discussions, interactive presentations, and seminars are guided by flexible APCSS facilitators and Senior Leaders encouraging mutual respect, transparency, non-attribution, effective listening, and clear communication skills.

Curriculum Descriptions (Continued)

- Elective Seminars will allow Senior Fellows to explore niche topics on a more in-depth manner with Subject Matter Experts on Faculty. Sessions are Fellow-led discussions in small, self-selected group format.
- Workshops will encourage participant-centered learning and learning from Senior Fellow peers through collaborative teaming to assess complex problems characteristic of the Asia-Pacific region.
- Additional social sessions will familiarize Senior Fellows with the work and mission of the APCSS while allowing Senior Fellows to network in a social setting. A network linking APCSS Faculty and Senior Leadership with Senior Fellows will enable continued learning and development with respect to U.S. policy making in the Asia-Pacific region.

TRANSNATIONAL SECURITY COOPERATION (TSC) COURSE

Purpose

The Transnational Security Cooperation Course (TSC) provides senior security practitioners from the Asia-Pacific region an opportunity to enhance their understanding of transnational security issues of common concern. The course also offers new ways to think about translating shared perspectives into collaborative policies and actions in a complex system context. At the end of the course, we want the Senior Fellows (participants) to walk away with an enhanced understanding of the opportunities, as well as the challenges, contained in the complex and serious issues they face now and in the future.

Course description

This is an intensive program for current leaders on the upward track for positions of significant national (and possibly international) responsibility. This is not a military focused course. While the term "security" is synonymous with use of coercive forces in some minds, that is far narrower than the approach we take. The course will look at a comprehensive array of issues such as: food/energy/water security, climate change, trafficking in persons as an interlinked migration/sex trade/criminal nexus of issues, income inequality, international investment and aid, and demographic issues. We will explore and "practice" collaborative action within the context of a workshop on regional response to a massive earthquake. The course will consider "harder" security issues such as power shifts among nations as part of the context in which broader security concerns play out.

Curriculum emphasizes the impact of change in the region, as well as capacities - - leader and institutional - - to manage change. The course integrates a challenging program of guest speakers, along with interactive seminar workshop dialogues and action-planning.

Course attendees join an expanding network of regional security practitioners that include their fellow classmates and APCSS faculty, as well as a regional "Communities of Interest" via a dedicated web portal used by APCSS alumni and others.

Length: 1 week

Frequency: 1-2 times a year

Fellows: Typically about 25-30 senior people from all ministries and organizations within governments (as well as NGOs, IOs, and media people with security-related portfolios); 20-25 nations/organizations represented, with one or two from the U.S. Peer level ranks would be ambassador/deputy minister/flag-rank military and regional directors.

Who would benefit by attending this course

- Senior leaders whose current/future responsibilities require influencing and/or making strategic and operational decisions within multilateral, multinational, and whole-of-government forums.
- Senior leaders who value the networking opportunities presented by having 25-30 of their peers from across the entire Asia Pacific region.

Curriculum Descriptions (Continued)

Educational Objectives

To achieve the course purpose stated above, the TSC has specific educational objectives in three areas: 1) enhance Senior Fellow knowledge, 2) improve Senior Fellow collaborative skills, and 3) expand Senior Fellow security-practitioner networks.

1. Enhanced Knowledge
 - a. Explore the implications of a “complex adaptive system” framework for understanding the nature of a security situation
 - Comprehensive
 - Multi-player (including Non-State Actors)
 - Emergent and Unpredictable
 - b. Evaluate and integrate the impacts of current trends shaping the regional security environment
 - Traditional Geopolitical Realities (e.g. “Rising Powers”)
 - Trends that will affect future possibilities (e.g. demographics; climate change; technology...)
2. Improve Collaboration Skills:
 - a. Strategic Assessment
 - Identify what information is needed to support decisions
 - Identify the key components of the system (actors, processes and linkages), its current condition and mutually desired changes to the system.
 - Evaluate the linkages among trends for likely impact, reinforcement across trends, and “Black Swan” possibilities
 - Consider sources of information to keep current on trends and to broaden the range of perspectives considered
 - b. Policy Formulation: Articulate succinctly the strategic approach, priorities and purpose for taking action
 - c. Development of Strategic Action Options
 - d. Identify and evaluate a set of possible actions that are realistic, effective and produce acceptable 2nd/3rd order effects.
 - e. Evaluate who can best undertake the proposed actions and in what time frame.
 - f. Create an appropriate strategic communication narrative, with themes and messages aimed at persuading decision makers to action; as appropriate, address reducing ideological support to violent extremism.
 - g. Operate as a team. Establish team and mission/task goals/objectives. Establish team rules, roles, and responsibilities.
3. Empowering Networks:
 - a. Among TSC Fellows, APCSS faculty and guest lectures
 - b. Among “communities of interest” sponsored by APCSS for all alumni
 - c. Thru connection with APCSS alumni and alumni organizations at home

Educational approach

- Beginning with stage-setting, Senior Fellows are provided security challenges as context for small-group discussions.
- Senior Fellows are then placed into small, diverse groups to maximize group interaction and role playing, given likely/possible security issue/threat scenarios. Scenarios are challenging and realistic.
- APCSS faculty focuses group discussions with regional and functional area information, as needed.
- Case studies maximize Senior Fellows’ shared opportunity to practice operational- and strategic-level skills that apply knowledge gained.
- APCSS emphasizes factual analyses and clear conclusions and recommendations based on collaborative discussions

Curriculum Descriptions (Continued)

- Identify requirements to act (terms of reference, procedures, authorities, subject knowledge needed, and methods of operating)

Educational approach

- Beginning with stage-setting, Senior Fellows are provided security challenges as context prefaces to small-group discussions.
- Senior Fellows are then placed into small, diverse groups to maximize group interaction and role playing, given likely/possible security issue/threat scenarios. Scenarios are challenging and realistic.
- ACSS faculty focuses group discussions with regional and functional area information, as needed.
- Case studies maximize Senior Fellows' shared opportunity to practice operational- and strategic-level skills that apply knowledge gained.
- APCSS emphasizes factual analyses and clear conclusions and recommendations based on collaborative discussions.

Professional Resources



Rouben Azizian, Ph.D.
Professor, Program Manager for Comprehensive Security Development

Dr. Azizian has written or edited seven books and monographs as well as published numerous book chapters, journal articles and working papers on foreign policy and security of Russia, Central Asia, South Asia, Northeast Asia as well as New Zealand. His area of expertise include Regional Organizations, Security Sector Reform, and Eurasian Security.



Miemie Winn Byrd, Ed.D.
Associate Professor, APOC Course Manager

Ms. Byrd areas of specialty are Asia-Pacific economics and underlying socio-economic conditions that contribute to terrorism and violent extremism. Her functional areas of expertise are civil-military operations, combating terrorism, inter-agency collaboration, and U.S. corporate financial accounting standards.



James R. Campbell, Ph.D., M.P.H.
Professor, CCM Course Manager

Dr. Campbell is an expert on Indonesia, Biosecurity, and Adult Education. He has worked a total of seven years leading population-based field studies throughout the Indonesian archipelago as well as at numerous other field locations in Vietnam, Laos and Cambodia. He is fluent in Bahasa Indonesia.



Bryan K. Chapman, Col., U.S. Army
Senior Army Fellow

Col. Chapman is an expert on South Asia and international policy. Col. Chapman has extensive experience in the Asia-Pacific Region which includes serving as the U.S. Senior Defense Official and Defense Attaché in Kathmandu, Nepal, and as the Special Assistant to the U.S. Ambassador to India, Robert Blackwill, and as an Army Attaché in New Delhi.



Carleton R. Cramer, Capt. (Ret.)
Academic Chief of Staff

Mr. Cramer is a member of both the California and Hawaii State Bars. He is admitted to practice before the U.S. Supreme Court, the U.S. Court of Appeals for the Armed Forces, U.S. Court of Appeals for the 9th Circuit and the U.S. District Court, District of Hawaii. His area of expertise include Terrorism and International Law.



Mario Henrique de Oliveira, CDR, U.S. Navy
International Military Professor

CDR de Oliveira's area of expertise is in international law. Cmdr. de Oliveira served primarily as an operational and international lawyer although his duties also included criminal law assignments such as defense counsel, trial counsel, Special Assistant U.S. Attorney, and Regional Director of Military Justice.

Professional Resources (Continued)



Jessica H.S. Ear, J.D.
Associate Professor

Ms. Ear areas of focus are Human Security, Disaster Management and Humanitarian Assistance, Civil Societies and Development, Rule of Law. Ms. Ear has had overseas field experiences that included serving as the Regional Deputy Refugee Coordinator at the U.S. Embassy in Bangkok, Thailand, where she helped shaped U.S. policy on refugees, advocated for better refugee treatment with host countries, and oversaw humanitarian assistance to refugees in Asia.



Reese D. Evers, Lt. Col., USAF
College Operations

His areas of expertise is Indonesia. Lt Col Evers entered military service being commissioned a second lieutenant upon graduation from the United States Air Force Academy in 1997. His military education includes KC-135 R/T Initial Qualification, Aircraft Commander, and Instructor Pilot school, C-130 E/H Initial Aircraft Commander & Instructor Pilot School.



Herman F. Finley
Associate Professor

His areas of focus are the impact of the Information Age on comprehensive security and the developing doctrines of Information Operations and Strategic Communication. He maintains an interest in Chinese security affairs, particularly military modernization. He is heavily involved in the development and implementation of interactive workshops.



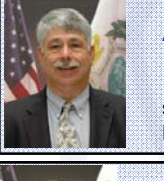
Lori Forman, Ph.D.
Professor

Dr. Forman brings to APCSS a unique international background in corporate, government, academic and non-profit sectors. An expert on international economic development and foreign aid, Dr. Forman has extensive field experience in sustainable development, labor mobility, civil society and public-private partnerships.



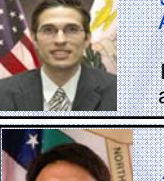
David Fouse, Ph.D.
Associate Professor, APOC Course Manager

Dr. Fouse focuses on Northeast Asian security issues with a special concentration on Japan. His doctoral dissertation focused upon the development of postwar Japanese security issues, Japanese domestic politics and United States-Japan bilateral relations. Prior to joining the center Dr. Fouse taught various courses at the University of Hawaii.



J. Scott Hauger, Ph.D.
Associate Professor

Dr. Hauger area of expertise is that of science, technology and society, including issues of global change; environmental security; science diplomacy; barriers to international research collaboration; and innovation theory, policy and practices. He has a special interest in China and its emerging role as a leader in innovation-based economic development.



Jeffrey Hornung, Ph.D.
Associate Professor

Dr. Hornung area of expertise includes East Asian security issues, primarily those related to Japan and the U.S.-Japan alliance. His interests at APCSS focus on maritime security. He has had extensive field experience in Japan.



Steven Kim, Ph.D.
Associate Professor

Dr. Steven Kim focuses on Korean peninsular issues including United States-South Korean relations, inter-Korean relations, South Korean politics and culture, and Northeast Asian security. His interests also include post-9/11 U.S. foreign policy and the security dynamics in East Asia, as well as broader socio-politico-economic developments such as democratization and good governance, economic integration, and political and security cooperation in East Asia.



Douglas P. Krugman, Maj., USMC
Military Professor

Maj. Krugman focuses on Southeast Asia. Major Krugman graduated from Tulane University in 2001 with a double major in history and political science. He was commissioned through the Navy Reserve Officer Training Corps program. After being selected for Foreign Area Officer training, he earned a master's degree at the Naval Postgraduate School.

Professional Resources (Continued)



John P. Lloyd, Lt. Col., US Army
Military Professor

Lt. Col. Lloyd specializes in joint campaign and strategic planning. Lt. Col. Lloyd received his Masters of Science Degree in Joint Campaign and Strategic Planning from the National Defense University and is a 2007 graduate from the Joint Advanced Warfighting School. He holds a Bachelor of Science degree in Biology from Cameron University, Lawton, Okla.



Michael R. Lwin, Col., US Army
Military Professor

Col. Lwin specializes in strategy and strategic communication. He is a Distinguished Military Graduate from the Georgetown Univ. R.O.T.C. program and currently has over twenty-two years of service as an Infantry and Military Information Support Operations Officer. The majority of his Army assignments have been in or related to Asia-Pacific region.



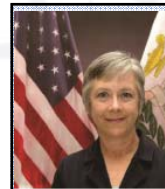
J. Mohan Malik, Ph.D.
Professor

Dr. Malik is a trained Sinologist and has broad research interests in Asian Geopolitics, China's Asia strategy, and nuclear proliferation in the Asia-Pacific. He has lectured at the Australian Joint Services Staff College, Warfare Studies Center, and Australian Defense College and has held Visiting Fellowships at a number of strategic policy "think-tanks".



Michael Mollohan, Lt. Col., USMC
Military Professor

Lt. Col Mollohan has served in the Alumni and Outreach branch, the Admissions Division as the Registrar and currently as a military faculty. He previously served as a Plans Officer at Marine Corps Forces Pacific, Camp Smith from 2004-2006. He holds a Master of Arts degree in National Security Affairs with a focus on Thailand and ASEAN from NPS.



Lauren Kahea Moriarty
Dean of Academics

AMB Moriarty leads an academic program of in-residence and outreach courses, workshops, conferences, and research to educate, empower and connect security practitioners in the Asia-Pacific region. With three decades of service as a career U.S. diplomat, Ambassador Moriarty has lived and worked twelve years in East and Southeast Asia (China, Taiwan, and Thailand) and seven years in South Asia (Bangladesh, Nepal and Pakistan). From 2003-2005, she was U.S. Ambassador and Senior Official to Asia-Pacific Economic Cooperation (APEC).



Justin D. Nankivell, Ph.D., LLM
Associate Professor

Dr. Nankivell's research is divided into two areas. First, the relationship of international law to intl politics with a particular view to answering why and how intl law is used by states to achieve difficult foreign policy objectives. Second, the newly emerging field of security sector development constituted by the relationships between the security institutions of the state.



Kerry Lynn S. Nankivell
Associate Professor

M. Nankivell area of expertise is Maritime Security, and Afghanistan Stabilization. Prior to APCSS, she was Program Manager in the Office of the Asia-Pacific Policy Advisor for Canada's Commander, Maritime Forces Pacific and Joint Task Force Pacific in Victoria, British Columbia.



Alfred Oehlers, Ph.D.
Professor

Dr. Oehlers is a specialist in the political economy of economic growth and development, with reference to the countries of the Asia-Pacific region. His teaching has ranged widely during his career, spanning courses as diverse as international business, economics, politics, public policy, international relations, Asian studies, history, and other social sciences.



Yeong-Tae Pak, Col., US Army
Senior Military Professor

Col. Pak area of expertise is in Korea and Malaysia. Col. Pak entered military service being commissioned a second lieutenant upon graduation from the United States Military Academy at West Point in 1983. His military education includes the Field Artillery Officer Basic and Advanced Courses, the Japanese Command and General Staff College, and the Senior Service College, Korean Institute for Defense Analyses Fellowship.

Professional Resources (Continued)



Thomas M. Peterman
Associate Professor

Mr. Peterman's interests at the Center focus on peace operations, disaster management, international organizations, and conflict resolution. He is retired from the U.S. Army, having served 20 years in a variety of aviation command and staff positions in Europe and the United States, and political-military assignments associated with the Asia-Pacific region.



Charles B. Salmon, Jr., Ambassador (Ret.)
Foreign Policy Advisor

Amb Salmon provides advice on U.S. foreign policy, specifically as it relates to Asia-Pacific and Indian Ocean area nations. His prior assignment was in Vientiane, Laos, where he was the American Ambassador. He also served as Director, Office of Philippine Affairs, and Director, Office of Thailand and Burma Affairs in Washington D.C.



David M. Shanahan, Col. (Ret.), U.S. Army
Deputy Dean, College of Security Studies

Mr. Shanahan's interests are in Globalization and Security Sector Reform and he has both lectured and participated in Center outreach events on these topics. At APCSS on active duty, he served in roles as Transnational Studies Department Chairman, acting deputy director, and assumed duties as deputy dean upon his Army retirement in April 2006



Paul "PJ" Tech, Cmdr., U.S. Navy, FAO
Military Professor, Operations Officer

Cmdr PJ has taught courses on China, Maritime Security, the South China Sea, and Law of the Sea. He has served as a seminar leader in both the Advanced Security Course and the Comprehensive Response to Terrorism Course, as well as acting as course coordinator for the Asia-Pacific Orientation Course.



Shyam Tekwani
Associate Professor

Mr. Tekwani has an extensive background in the media and comes to the Center by way of a comprehensive and intensive stint as a photojournalist reporting conflict and insurgency in South Asia. His exclusive reportage on the ethnic conflict in Sri Lanka which he has covered exhaustively since its inception in 1983 has been published worldwide.



Christopher E. Van Avery, Cmdr., U.S. Navy
Military Professor

Commander van Avery's operational experience includes participating in combat operations in both Iraq wars, supporting the opening of operations in Afghanistan and Kosovo and enforcing the no-fly zone during operations in Bosnia. He has also participated in counter-piracy and counter-terrorism operations off the Horn of Africa, humanitarian aid efforts in Haiti.



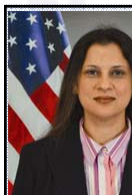
Alexander Vuving, Ph.D.
Associate Professor

Dr. Vuving's primary areas of expertise include: grand strategy making, foreign policy change, and Asian security. His research interests cut across international relations, comparative politics, sociology, and history. He is published in scholarly journals and books and presented at leading universities and think-tanks.



William A. Wieninger, Ph.D.
Associate Professor

Dr. Wieninger current research interests include general international relations, weapons of mass destruction proliferation and non-proliferation, Indonesian politics, geopolitics in South Asia, and energy security. He has taught political science and security-related issues at various universities and institution.



Saira Yamin, Ph.D.
Associate Professor

Dr. Yamin's areas of expertise include conflict analysis and resolution; international peace and security; and state fragility, failure, and stabilization processes. Previously, Dr. Yamin has taught graduate and undergraduate students at the School for Conflict Analysis and Resolution at George Mason University, VA, and at the Department of Defense and Strategic Studies, Quaid-e-Azam University, Islamabad.

Mission

CCMR has the mission of building partner capacity and improving interagency and international coordination and cooperation by addressing civil-military challenges. These challenges include: enhancing civil-military relations, supporting defense reform and institution building, improving peacekeeping and peacebuilding operations, and combating terrorism.

Core Competencies

Addressing interagency and international coordination is at the heart of today's civil-military challenges. The Center greatly enhances and supports other programs through its wide range of capabilities.

CCMR core competencies include, but are not limited to:

- **Democratic Civil-Military Relations**
- **Defense Reform/Institution Building**
- **Defense & Security Decision-Making**
- **Educational Support to Operational Commands**
- **Peacekeeping & Peacebuilding Operations**
- **Civil-Military Response to Terrorism**
- **Publication & Research in Civil-Military Relations**



The Center for Civil-Military Relations in Monterey, California, helps nations resolve issues resulting from defense transformation, stability and support operations, terrorism, and other security challenges.

Center for Civil-Military Relations

Richard J. Hoffman, Director

www.CCMR.org

Phone: 831-656-3171

Fax: 831-656-3351

1635 Cunningham Road
(Bldg 259) (Code CM)
Naval Postgraduate School
Monterey, CA 93943

Curriculum Descriptions

List of CCMR MASLs


P179021	MET Civil-Military Cooperation (CIMIC) and Combating Terrorism
P179224	Global Commons Security
P273001	MET Regional Civil-Military Relations
P273011	MET Civil-Military Responses to Terrorism (Regional)
P273013	MET Regional GPOI Peace Support Operations (PSO)
P309041	MET Civil-Military Responses to Terrorism: Consequence Management
P309042	MET Civil-Military Responses to Terrorism: Defusing Terrorist Ideology
P309043	MET Civil-Military Responses to Terrorism: Intelligence and Combating Terrorism
P309044	MET Civil-Military Responses to Terrorism: Maritime Security
P309045	MET International Defense Transformation
P309064	MET Preparing for Peacekeeping Deployments: Negotiating Effective Support Agreements with International Org
P309065	MET Preparing for Peacekeeping Deployments: Reviewing Inter-Ministerial Peace Keeping Roles & Missions
P309066	MET Preparing for Peacekeeping Deployments: Reviewing MOD and Defense HQ's PK
P309067	MET Preparing for Peacekeeping Deployments: Adopting Task Lists and Standing Operating Procedures
P309068	MET GPOI UN CMCOORD
P309069	MET Civil-Military Responses to Terrorism
P309070	MET Civil-Military Relations
P309073	Civil-Military Relations Pre-Survey
P309077	Enhanced International Peace Keeping Capabilities (EIPC) Peace Support Operations Phase I Pre-Survey
P309078	MET EIPC Peace Support Operations
P309079	MET Enhancing Border Security through National Means and International Cooperation
P309102	GPOI Program Design & Development Visit (PDDV)
P309103	MET GPOI Train-the-Trainers (T-3)
P309104	MET IDARM Project Management (Managing Complex Defense Project)
P309116	MET LATAM Strategic Leadership
P309117	MET LATAM National Security Strategy Development Practicum
P309121	MET Enhancing Security Sector Reform (SSR) through Civil-Military Relations (CMR)
P309130	IDARM Site Survey
P309131	MET Principles of Defense Acquisition Management (IDARM)

Curriculum Descriptions (Continued)

P309136	MET IDARM Contracting for Pre-Deployment and Deployment Operations
P309137	MET AFRICA Civil-Military Relations for Junior Military Leaders
P309138	MET AFRICA Disarmament
P309139	MET AFRICA Security Forces and the Electoral Process
P309140	MET Implementing Strategic Planning: Developing Effective Personnel Management Policy
P309148	MET The Media and the Military
P309149	MET Intelligence and Democracy
P309150	MET Building Linkages between the Legislature and the Military
P309151	MET Domestic Support Operations (Military Support to Civilian Authorities)
P309152	MET Civilian Control of the Armed Forces in a Democracy: Methods, Techniques and Applications
P309153	MET Civil-Military Cooperation (CIMIC) Supp of Multinational and Interagency Relief and Reconstruction Ops
P309154	MET Civil Affairs (CA) / Civil-Military Cooperation (CIMIC) Support of Information Operations (IO)
P309156	MET Establishing Democratic Civil-Military Relations and the Rule of Law
P309157	MET Global Peace Ops Init (GPOI)
P309158	MET International Homeland Defense
P309194	MET AFRICA Local Focus Program on Civil-Military Relations
P309195	MET AFRICA National Security Planning
P309210	MET IDARM AFRICA: Strategies for Build and Sustain Accountability in Defense Resource Management Systems
P309211	MET Senior Mission Leaders Course (SML)
P309226	Civil-Military Responses to Terrorism: Media Dynamics and Public Affairs
P309227	Civil-Military Responses to Terrorism: Border Security
P309228	Cyber Terrorism and Information Warfare
P309287	Policy Makers and Their Potential Contribution to Intelligence Reform in a Democracy
P309348	Logistics and Life Cycle Management
P319027	CT Assessment

Curriculum Descriptions (Continued)

In Residence Courses



P159200	Principles of Defense Acquisition Management (IDARM)
P159202	Principles of Defense Procurement and Contracting (IDARM)
P170001	Executive Program in Defense Decision Making
P170003	Exploring the DDR-SSR Nexus
P170009	Policy Makers and Their Potential Contribution to Intelligence Reform in a Democracy
P170023	Working in the Same Space
P171400	Civil-Military Relations CONUS Planning
P171404	Intelligence and Democracy
P179018	Civil-Military Responses to Terrorism (Global)
P179022	Maritime Terrorism
P179023	GPOI UN Civil-Military Coordination (CMCOORD)
P179045	GPOI UN Staff Officers Course (UNSOC)
P179046	GPOI UN Military Observer Training (UNMOT)
P179047	GPOI UN Logistics Officers Course (UNLO)
P179048	GPOI UN Peace Support Operations Instructors' Course (UNPSOIC)
P179069	International Defense Acquisition Negotiations (IDARM)
P179085	GPOI Peace Support Operations Commanders Course (PSOCC)
P181006	Distinguished Visitor Orientation Tour (DVOT)

Curriculum Descriptions (Continued)

CIVIL-MILITARY RELATIONS PRE-SURVEY, MET AND REGIONAL MET

Civil-Military Relations Pre-Survey (MASL #P309073)

In cases where CCMR has not conducted a program, or when the content for an upcoming course must be reshaped in person, it is often advisable to conduct a Pre-Course Site Visit, or Phase I, commonly called a site survey. During a Phase I visit, the MET Team Leader and/or a CCMR staff member will travel to the host country to meet with Embassy officers and key local officials. Pre-course site visits usually last two or three working days. Such visits will be scheduled at the discretion of CCMR and the SAO and financed from IMET money programmed under this MASL.

Civil-Military Relations MET (MASL #P309070)

The program is an Expanded International Military Education and Training (EIMET) approved five-day seminar on 'democratic defense decision-making' in a wide variety of areas. The underlying theme of the course is the need for military officers and civilian officials to develop habits of cooperation within an interagency decision-making process. The importance of developing effective civilian control of military forces is emphasized in each iteration of this course. The course relies heavily on interaction among participants during classroom exercises. Because of this, ODCs/ SAOs are asked to draw participation from the widest possible spectrum of military and civilian officials, from mid-career to senior positions. Each seminar is tailored to the stated needs of the host nation, and every curriculum is custom built. Host nation officials and US Embassy country team members will be asked to help shape upcoming programs and to request new material for follow-on programs. Follow-on seminar work, or workshops, can be scheduled for delivery in Monterey, California. CCMR's goal is to build the capacity of host nations to develop and sustain their own capability to present similar material in seminars and conferences independent of US assistance.

Regional Civil-Military Relations MET (MASL #P273001)

Same description as P309070, except that one country agrees to 'host' a MET to which other countries are invited. The hosting country will use IMET funds already programmed for P307090, or it will be given additional funds with which to host the regional program. CCMR has conducted regional METs in Europe, Latin America and Africa. Other regional METs are welcome.

CIVILIAN CONTROL OF THE ARMED FORCES IN A DEMOCRACY: METHODS, TECHNIQUES AND APPLICATION, MET

(MASL #P309152)

CCMR custom-designed Expanded International Military Education and Training (EIMET) approved workshop course, entitled "Civilian control of the Armed Forces in a Democracy: Methods, Techniques and Application," is tailored specifically for those countries that either have weak institutional controls over the armed forces or wish to improve existing structures and procedures. The intended audience is mid- to senior civilian defense and military officers in the ranks of major to Major General and their civilian equivalents from the Ministry of Defense, Chancelleries, and Parliament involved in the decision-making process to oversee the management and operation of the armed forces. The key objectives of the course are to provide education in: principles of civilian control over the armed forces; using case studies, identifying potential problem areas in control structures and procedures; review of national "decision points" (i.e. procedures and documents) that affect control over the armed forces; and ascertaining which procedures, structures and practices found to be effective in democracies can be adapted for implementation in the recipient country. CCMR's approach to teaching "Civilian control of the Armed Forces in a Democracy: Methods, Techniques and Application" is to focus delivery wherever possible to the specific conditions and requirements of the recipient country and its governing structures.

Contact Information: Dr. Thomas Young (831.402.3084; tdyoung@nps.edu).

Curriculum Descriptions (Continued)

THE MEDIA AND THE MILITARY, MET

(MASL #P309148)

CCMR one-week Expanded International Military Education and Training (EIMET) approved course entitled “The Media and the Military,” is conducted by a Mobile Education Team (MET). The key objective of this course of instruction is to examine the methods civilian authorities, military officers, and the media in emerging democracies can use to structure an effective relationship between a country's armed forces and the media during peacetime and war. The course examines the following subjects: The role of policy-makers in shaping media-military relations; Developing a comprehensive media strategy by national security decision-makers and the armed forces; Establishing guidelines for media coverage of military operations, press conferences, briefings, and releases; Professional rights and responsibilities of the media; and Shaping the public image of the armed forces. CCMR's approach to teaching “The Media and the Military” focuses on the host country's unique requirements. The course examines the fundamentals of media-military relations as they are affected by national legislation, institutions, principles, and practices. Participants analyze the role of policy-makers, the military, the media, and the public sector in national security policy formulation and implementation.

Participants: This course is designed for international civilian officials, military officers in the ranks of major to general, and representatives from other institutions (including the media) concerned with developing effective relations between the media and the armed forces.

THE MEDIA AND THE MILITARY, MET

(MASL #P309148)

CCMR one-week Expanded International Military Education and Training (EIMET) approved course entitled “The Media and the Military,” is conducted by a Mobile Education Team (MET). The key objective of this course of instruction is to examine the methods civilian authorities, military officers, and the media in emerging democracies can use to structure an effective relationship between a country's armed forces and the media during peacetime and war. The course examines the following subjects: The role of policy-makers in shaping media-military relations; Developing a comprehensive media strategy by national security decision-makers and the armed forces; Establishing guidelines for media coverage of military operations, press conferences, briefings, and releases; Professional rights and responsibilities of the media; and Shaping the public image of the armed forces. CCMR's approach to teaching “The Media and the Military” focuses on the host country's unique requirements. The course examines the fundamentals of media-military relations as they are affected by national legislation, institutions, principles, and practices. Participants analyze the role of policy-makers, the military, the media, and the public sector in national security policy formulation and implementation. Changing technology, legal restrictions, and public expectations are examined as they affect these relationships. The use of the media by other countries, non-governmental organizations (NGOs), and enemy forces, the proper context for psychological operations (PSYOPS), and the staffing process for military public affairs officers are considered.

Participants: This course is designed for international civilian officials, military officers in the ranks of major to general, and representatives from other institutions (including the media) concerned with developing effective relations between the media and the armed forces.

BUILDING LINKAGES BETWEEN THE LEGISLATURE AND THE MILITARY, MET

(MASL #P309150)

CCMR one-week Expanded International Military Education and Training (EIMET) approved course entitled “Building Linkages Between the Legislature and the Military,” is conducted by a Mobile Education Team (MET). The key objective of this course of instruction is to examine the methods civilian authorities and military officers in democracies can use to establish effective linkages between a country's legislature and its armed forces. The course specifically examines the following subjects: the constitutional and legal framework for legislative-military relations; the role of the legislature in framing defense legislation; legislative oversight of defense and military

Curriculum Descriptions (Continued)

policy; defense and intelligence committee creation with jurisdiction over policy, oversight, and budget issues; civilian expertise and career management of legislators and legislative staff personnel; defining the roles and missions of armed forces; and military liaisons to the legislature.

Participants: This course is designed for civilian legislators and officials, military officers in the ranks of lieutenant colonel to general, and representatives from other institutions concerned with developing effective linkages between legislatures and the armed forces.

DOMESTIC SUPPORT OPERATIONS, MET

(MASL #P309151)

CCMR one-week Expanded International Military Education and Training (EIMET) approved course entitled “Domestic Support Operations,” is conducted by a Mobile Education Team (MET).

The key objective of this course is to examine the methods civilian authorities and the military in democracies can use to devise effective policies and strategies for the domestic employment of the armed forces. The course examines the following subjects: the role of national leadership in shaping Domestic Support Operations (DSO) policy and strategy; strategic and operational civil-military implications of DSO; roles and missions of the armed forces and related agencies in humanitarian assistance and disaster relief operations; establishing guidelines for military support to civil authorities; nongovernmental organizations (NGOs) and civil sector entities; and constitutional, legislative, and logistics considerations.

Participants: This course is designed for international civilian officials, military officers in the ranks of major to general, and representatives from other institutions concerned with domestic support operations.

ESTABLISHING DEMOCRATIC CIVIL-MILITARY RELATIONS AND THE RULE OF LAW, MET

(MASL #P309156)

The Center for Civil-Military Relations (CCMR) one – week Expanded International Military Education and Training (EIMET) approved course entitled “Establishing Democratic Civil-Military Relations and the Rule of Law,” is conducted by a Mobile Education Team (MET). The key objective of this course is to examine in a comprehensive manner the multiple and overlapping requirements in establishing stable and healthy democratic Civil-Military relations and the rule of law. Through a comparative and historical analysis of how the social, political, military and legal dimensions of a country interact, lessons will be drawn for civilian and military policy – makers to consider implementing in their countries. The course examines the following subjects: the role of civil society (NGOs, think tanks, and academia) and the media in developing popular support for and influencing the actions of the armed forces; the importance of different political institutions in the executive (Ministry of Defense and National Security Council), legislature (committees and investigative bodies), and the judicial system (courts and IGs) in controlling the armed forces while maximizing their effectiveness and efficiency; the critical and central importance of the “rule of law” in all that concerns Civil-Military relations beginning with a national constitution and following through organic laws, legislation, and oversight; the role of civilian and military policy – makers in crafting the institutions whereby democratic civilian control of the military can be combined with their effectiveness in the fulfillment of roles and missions; the long – term importance of education, both civilian higher education and professional military education (PME), in consolidating the bases of stable and positive Civil-Military relations.

Participants: The course is designed for mid – to high – level civilian government officials (executive, legislature, and judicial branches), military officers from major to general, and representatives from civil society and the media.

Curriculum Descriptions (Continued)

Contact Information: Dr. Thomas Bruneau (831.656.3760; tbruneau@nps.edu).

INTELLIGENCE AND DEMOCRACY, IN RESIDENCE COURSE AND MET

Intelligence and Democracy, MET (MASL #P309149)

CCMR one-week Expanded International Military Education and Training (EIMET) approved course entitled “Intelligence and Democracy” is conducted by a Mobile Education Team (MET). The key objective of this course is to examine the methods civilian authorities in emerging democracies can use to establish strong, effective controls over their intelligence agencies. The course first examines the intelligence process in established democracies and the potential problems that intelligence activities can pose to democratic governance. Next, participants analyze the mechanisms used by long-established democracies to maintain control over their intelligence organizations. These instruments of control include use of the power of the purse, structural and organizational arrangements, legislative oversight, and public opinion. Employing practical exercises to reinforce learning objectives, participants examine efforts by an emerging democracy to establish democratic controls over its intelligence agencies and confront the challenges that face modern democracies dealing with contemporary problems such as terrorism. The educational approach of this course combines informational content along with practical exercises and case studies to provide participants with the skills and knowledge needed to understand how modern democracies design effective mechanisms to control their intelligence agencies.

Intelligence and Democracy, In Residence Course (MASL #P171404)

CCMR conducts a one-week Expanded International Military Education and Training (EIMET) approved course entitled “Intelligence and Democracy” at the Naval Postgraduate School, Monterey, California. The key objective of this course is to examine the methods civilian authorities in emerging democracies can use to establish strong, effective controls over their intelligence agencies. The course first examines the intelligence process in established democracies and the potential problems that intelligence activities can pose to democratic governance. Next, participants analyze the mechanisms used by long-established democracies to maintain control over their intelligence organizations. These instruments of control include use of the power of the purse, structural and organizational arrangements, legislative oversight, and public opinion. Employing practical exercises to reinforce learning objectives, participants examine efforts by an emerging democracy to establish democratic controls over its intelligence agencies and confront the challenges that face modern democracies dealing with contemporary problems such as terrorism.

Participants: The MET and In Residence courses are designed for senior international civilian officials and military officers concerned with developing democratic controls and oversight mechanisms for intelligence agencies. For the In Residence course, attendance by several participants from each interested country is encouraged. US participants, civilian and military, also are eligible to attend.

EXECUTIVE PROGRAM IN DEFENSE DECISION- MAKING, IN RESIDENCE COURSE

(MASL #P170001)

The Executive Program in Defense Decision-Making is a two-week Expanded International Military Education and Training (EIMET) approved program conducted every May and October at the Naval Postgraduate School in Monterey, California. The program has been structured to emphasize the impact of transformation on security and defense decision-making in the contemporary global environment. The main themes covered include the following: Threat Assessment in the Contemporary Environment; Development of National Security Strategies; Capabilities-Based Approach for Security Challenges; Defense Institution Building; Roles & Missions of Security and Defense Forces; Intelligence Structures, Processes; Challenges in the Global Commons, including Cyber Security.

Curriculum Descriptions (Continued)

Participants: In order to facilitate interaction between students and faculty and foster an appropriate student mix, class size is limited to 25 participants. Potential students should be O-7 or above (or the civilian equivalent); however, recognizing that different countries structure their militaries differently, CCMR will consider officers at the O-6 level on a case by case basis.

Ideally, participants should hold positions of responsibility concerning strategic planning and civil-military relations issues (e.g., security policy and national strategy formulation; defense budgeting; legislative liaison; non-governmental organizations (NGOs); political party officials; academics; church officials; and other interested personnel). Countries are encouraged to nominate more than one participant depending on total class size.

CIVIL-MILITARY RELATIONS CONUS PLANNING AND DISTINGUISHED VISITOR ORIENTATION TOUR (DVOT)

Civil-Military Relations CONUS Planning (MASL #P171400)

This program provides an intensive five-day planning workshop on civil-military relations challenges. Designed for a mixed group of senior military officers, civilian officials, legislators, and non-government personnel, the workshop is structured to help the participants address country specific civil-military relations issues, needs, and circumstances. The workshop is delivered in CONUS for a specific country or a regional group. The curriculum features a strong problem-solving focus designed to help participants analyze and resolve civil-military conflicts, build mechanisms strengthening civilian control, and deal with the many underlying sources of civil military conflict common to newer democracies.

Distinguished Visitor Orientation Tour (DVOT) (MASL #P181006) The Center for Civil-Military Relations participates in The Distinguished Visitor Orientation Tour (DVOT) program as required. Inclusion of CCMR in a DVOT is driven by the needs of the source country and the desire of the Washington community. The CCMR portion of a DVOT can be conducted either in Monterey or Washington, depending upon the objectives of all concerned.

ENHANCING BORDER SECURITY THROUGH NATIONAL MEANS AND INTERNATIONAL COOPERATION, MET

(MASL #P309079)

CCMR custom-designed Expanded International Military Education and Training (EIMET) approved course, entitled "Enhancing Border Security through National Means and International Cooperation," and exportable on demand to all IMET recipient countries, is conducted by a Mobile Education Team (MET). The course, is designed specifically for those countries that face threats to their borders, be the causation internal, or international. The intended audience is mid- to senior civil, civilian defense and military officials involved in the decision-making process to respond to challenges to a nation's borders in the ranks of major to Major General and civilian equivalents from the Ministries of Defense and Internal Affairs, and the national defense headquarters. The key objectives of the course are to provide instruction in: instruct recipient countries on the importance of clarifying and documenting national responsibilities and functions for all organizations involved in border security; review and discuss such important concepts as transfer of authority, coordination of national defense and law enforcement; present best practices of border security issues case studies; demonstrate how international cooperation and conventions can be used effectively in securing national borders; and evaluate the role of intelligence in detecting, identifying and responding to suspicious activities and materials.

Contact Information: Dr. Thomas Young (831.402.3084; tdyoung@nps.edu).

Curriculum Descriptions (Continued)

IMPLEMENTING STRATEGIC PLANNING: DEVELOPING EFFECTIVE DEFENSE PERSONNEL MANAGEMENT POLICIES, MET

LATAM Strategic Leadership, MET (MASL #P309140)

CCMR custom-designed Expanded International Military Education and Training (EIMET) approved workshop entitled "Implementing Strategic Planning: Developing Effective Defense Personnel Management Policies," is conducted by a Mobile Education Team (MET). This course is designed for international civilian officials, military officers in the ranks of lieutenant to major general, and representatives from other relevant government institutions who have personnel management responsibilities in the specific areas of policy, planning, implementing, and overseeing the human resource dimensions of the armed forces. The key objectives of the course of instruction are to instruct participants in the importance of institution-wide policies and regulations for raising, training and managing the force. Policies, practices, and management policies regarding personnel that have been found to be successful in Western nations will be presented as case studies. Depending upon the specific requirements of a country, a CCMR workshop can address the following contents: establishing short-, mid- and long-term personnel requirements; transitioning from a conscript to professional force; career progression; effective cohort management; promotion based upon merit; techniques for successful recruitment; managing effective civilian personnel; and security screening.

Contact Information: Dr. Thomas Young (831.656.2011; tdyoung@nps.edu).

AFRICA – CIVIL-MILITARY RELATIONS FOR JUNIOR MILITARY LEADERS, MET

(MASL #P309137)

CCMR custom-designed Expanded International Military Education and Training (EIMET) approved workshop entitled "AFRICA - Civil-Military Relations for Junior Military Leaders," is conducted by a Mobile Education Team (MET). The purpose of this course is to discuss civil-military relations in general and military professionalism in particular as they relate to military leaders at the company and battalion level.

The course begins with an overview of appropriate civil-military relations in a democracy and a discussion with the participants about how they see civil-military relations in their country. The course focuses on the key role that junior leaders - officers, non-commissioned officers and their subordinates - play in establishing and maintaining the trust and confidence of their clients, the state and the people.

The program is designed to be conducted on the ground with the units. A classroom is ideal, but the program can be conducted under the trees as well.

At the end of the program, participants will have a greater level of understanding, knowledge and respect for the role they play in ensuring that the military is competent, disciplined and apolitical, and that it is respected by all concerned. At the end of the program, the participants will design a simple card that will serve as an informal code of conduct for themselves – in times of war on one side, in times of peace on the other.

Participants: This the only program in which we do not have a balance between military and civilian participation. The target audience is one company with battalion staff and leaders added as necessary. We want to also invite no more than five representatives from non-governmental organizations (NGOs) and the media.

Contact Information: Eugene M. Mensch II, (831.656.2903, emmensch@nps.edu).

Curriculum Descriptions (Continued)

AFRICA - DISARMAMENT, DEMOBILIZATION AND REINTEGRATION, MET

(MASL #P309138)

CCMR custom-designed Expanded International Military Education and Training (EIMET) approved workshop entitled “AFRICA - Disarmament, Demobilization and Reintegration (DDR),” is conducted by a Mobile Education Team (MET). The purpose of this course is to discuss the concepts, policy and strategy of an integrated DDR program. We use the United Nations (UN) framework for IDDR. We begin with the structures and processes involved in integrated planning for DDR at the national level. That is followed by the identification of operations, programs and the support required to disarm, demobilize and reintegrate former combatants socially and economically into civil society. We also discuss cross cutting issues such as women, gender, youth, cross border population movements, food aid, HIV/AIDS and other health concerns. This is an ideal program to conduct subregionally.

At the end of the program, participants will have greater level of understanding, knowledge and respect for the role various actors play in designing and implementing an integrated DDR program. The capstone exercise in the seminar will require the participants to outline a DDR program for their country/countries.

Participants: Participants are selected by the host government(s) and the American Embassy. Numbers can range from 40 to 80, with 60 being ideal. Half the total should be military with the other half composed of civilian and civil society participants. Rank and position vary depending on the country/countries involved, but participation is more dependent on responsibility than rank. Members of international organizations should also be invited to participate in this program.

Contact Information: Mr. Eugene M. Mensch II, (831.656.2903; emmensch@nps.edu).

AFRICA – SECURITY FORCES AND THE ELECTORAL PROCESS, MET

(MASL #P309139)

CCMR custom-designed Expanded International Military Education and Training (EIMET) approved workshop entitled “AFRICA - Security Forces and the Electoral Process,” is conducted by a Mobile Education Team (MET). The purpose of this course is to discuss what, if any, role security forces can play in the electoral process of the host country. It begins with a discussion of civil-military relations in general and in the host country in particular. We discuss how a well considered national security policy, inclusively and transparently formulated, can define the roles and missions assigned to the security forces of the country, including support to civil authorities in the conduct of elections. Different level of elections are discussed as well as the roles various actors, including politicians, the legislature, the media and the security forces can play in those elections. Emphasis is placed on the need for training, resources and political will to ensure the success of this support.

At the end of the seminar, participants will have a greater level of mutual understanding, knowledge and respect for the roles, missions and responsibilities that their organizations can play in supporting the electoral process in their country. The capstone exercise in the seminar requires the participants to prepare an outline of an electoral policy directive that could be used as a model in future elections..

Participants: Participants are selected by the host government and the American Embassy. Numbers can range from 40 to 80, with 60 being ideal. Half the total should be military with the other half composed of civilian and civil society. Rank and position depend on the specific country involved, but participation is more dependent on responsibility rather than rank. Representatives of the National Electoral Commission should be specifically included in the program

Contact Information: Mr. Eugene M. Mensch II, (831.656.2903; emmensch@nps.edu).

Curriculum Descriptions (Continued)

AFRICA - LOCAL FOCUS PROGRAM ON CIVIL-MILITARY RELATIONS,

(MASL #P309194)

CCMR custom-designed Expanded International Military Education and Training (EIMET) approved workshop entitled “AFRICA - Local Focus Program on Civil-Military Relations,” is conducted by a Mobile Education Team (MET). Flagship (Civil-Military Relations (MASL # P3090700) programs normally are conducted in the capital cities of the host countries, since these programs focus on national issues that are usually the responsibility of national leaders of government, the armed forces and civil society. We have found, however, that especially in larger countries, where lines of communication are long and/or weak and the span of control is such that the central government has difficulty governing its vast territory, that the perspective of far flung localities, or localities with different demographics, can be quite different than that of the central government. The Local Focus Program is intended to deal with the same kinds of issues as in the Flagship seminar, but from the perspectives of local participants. Local participants come from the cities, districts, provinces, states and security forces where the program is held. Generally, the central government does not send people to participate in these programs. CCMR is capable of working in very modest, even austere, areas.

The goals and objectives of this seminar are much the same as with the Flagship program, but focused on local interests. At the end of the seminar participants will have a greater level of mutual understanding, knowledge and respect for the roles, missions and responsibilities that their organizations have in establishing and maintaining appropriate civil-military relations in a democratic political dispensation.

Participants: Participants are selected by the host government and the American Embassy. Numbers can range from 40 to 80, with 60 being ideal. Half the total should be military with the other half composed of civilian and civil society. Rank and position depend on the specific country involved, but participation is more dependent on responsibility

Contact Information: Mr. Eugene M. Mensch II, (831.656.2903; emmensch@nps.edu).

AFRICA - NATIONAL SECURITY PLANNING, MET

IDARM Site Survey (MASL #P309195)

CCMR custom-designed Expanded International Military Education and Training (EIMET) approved workshop entitled “AFRICA - National Security Planning,” is conducted by a Mobile Education Team (MET). The purpose of this course is to discuss national security planning as both a process and a product. We examine national security policy, emphasizing the broad nature of “security” in today’s world, the importance of a clearly articulated policy in driving roles and missions, force structure and resource requirements of the armed forces, and how a well considered national security policy can clearly define what it is that government wants the armed forces to do. We also discuss how government prepares such a policy, stressing the benefits of both an inclusive and transparent process. Finally, we identify the stakeholders and other interested parties in national security planning and the roles they can play in the formulation of a national security policy.

Participants: Participants are selected by the host government and the American Embassy. Numbers can range from 40 to 80, with 60 being ideal. Half the total should be military with the other half composed of civilian and civil society. Rank and position vary depending on the specific country involved, but participation is more dependent on responsibility rather than rank.

Contact Information: Mr. Eugene M. Mensch II, (831.656.2903; emmensch@nps.edu).

Curriculum Descriptions (Continued)

LATAM STRATEGIC LEADERSHIP AND NATIONAL SECURITY STRATEGY PRACTICUM

LATAM Strategic Leadership, MET (MASL #P309116)

CCMR's program entitled "LATAM Strategic Leadership" provides the recipient Western Hemisphere nation with a five-day seminar on the major aspects of strategic leadership. The program is designed for military and civilian personnel who are engaged in, or will become engaged in leadership of large complex organizations within their government. Each seminar will be crafted to apply the basic concepts of strategic leadership to the security and defense challenges facing the recipient nation. The seminar is tailored to specific realities of each Western Hemisphere nation that are incredibly varied from one sub-region or nation to another. At the end of the program, military and civilian leaders will have an enhanced understanding of the challenges and opportunities associated with strategic leadership, strategic planning, and strategic decision-making. This seminar is designed for five ½ days of seminar activity. If exercises or practicum are included in the program, some days will require additional participation. The schedule for this seminar is determined through coordination with the recipient nation, the MILGP/Embassy, and CCMR.

LATAM National Security Strategy, MET (MASL #P309117)

CCMR's program entitled "LATAM National Security Strategy Development Practicum" provides the recipient Western Hemisphere nation with a program of instruction and mentoring which results in development of a national-level planning process and a national-level strategy for the employment of all elements of national power in support of national interests and government objectives. This program is developed for the highest levels of the recipient nation. Its success will be determined by the level of support and involvement by the nation's chief executive officer. The outcomes of the program include: the development of an interagency structure and team to write a national-level strategy (Interagency structure and recipient-nation participation will be determined by the recipient nation in coordination with the CCMR faculty); and, the development of a national-level strategy for the employment of all elements of national power in support of national interests and government objectives (This document will be written by recipient nation personnel, with assistance from CCMR faculty, and delivered in the recipient nation language Subordinate strategy development is feasible as part of follow-on MASLs). The first event is a site survey by CCMR personnel to determine how the practicum process needs to be adapted to enhance recipient nation and U.S. Embassy objectives. This instruction and mentoring process will nominally last for six-months. CCMR faculty will travel to and interact with host nation personnel for a one or two week periods three or four times during this time frame.

Contact Information: Dr. Thomas Bruneau (831.656.1037; tbruneau@nps.edu).

ENHANCING CMR THROUGH SSR, MET

(MASL #P309121)

CCMR's EIMET approved seminar entitled "Enhancing Civil-Military Relations (CMR) through Security Sector Reform (SSR)" is conducted by a Mobile Education Team (MET). The course aims to assist countries consolidate their democracies and strengthen their stability and security, by transforming their security institutions to become democratically accountable, effective and efficient. SSR enhances the traditional CMR concept (focused mainly on the armed forces (AF) and narrowed to issues of military praetorianism, AF's intrusion in domestic politics through coups d'état, and military civilian control) in that it addresses the transformation of a more comprehensive "security community" (to include military, police, intelligence, justice sector etc) in the process of democratization, civil-military relations and effective security policies (including conflict prevention, stabilization and reconstruction). The key objectives of this course are to: Provide participants with an understanding of the SSR concept, development, challenges and opportunities; Familiarize participants with SSR's main players, policies, processes, structures and programs (with an emphasis on the need for an integrated approach of the SSR); Assist participants in developing an action plan for SSR in their own countries.

Curriculum Descriptions (Continued)

Participants: The workshop is designed for international civilian officials, military officers in the ranks of captain to general, and civil-sector representatives (academics, political party, non-governmental organization and church officials) responsible for developing coordinated strategies for implementation in the above-mentioned areas.

Contact Information: Dr. Thomas Bruneau (831.656.1037; tbruneau@nps.edu).

AFRICA: STRATEGIES FOR BUILDING AND SUSTAINING ACCOUNTABILITY IN DEFENSE RESOURCE MANAGEMENT SYSTEMS, MET

(MASL #309210)

The International Defense Acquisition Resource Management Program (IDARM) conducts an Expanded International Military Education and Training (E-IMET) approved course entitled "Africa: Strategies for Building and Sustaining Accountability in Defense Resource Management Systems." Transparency is a central characteristic of all public resource management and decision making systems. This five day course examines the characteristics of procurement and other decision making systems that are defined by integrity, accountability and transparency. Public procurement is internationally recognized as the primary decision making system with opportunities for fraud and corruption. The key themes of this course include: Accountability as the means to establish clear lines of responsibility in resource management and decision making processes; Transparency: Principle and Practice; Transparency as a means of ensuring that policies, procedures and processes are understood; Professionalism as a important component of individual and systemic performance; Procurement competition and sourcing methodologies as tools to ensure that the best decisions are made as to what to buy and how to buy it; Publicizing supportable decisions about the expenditure of the public budget.

Participants: This course is designed for international military officers and civilian equivalents of grades 04-06 who are involved in procurement or other decision making systems.

Contact Information: Dr. Elisabeth Wright, (831.656.2469; 540.972.9184; ewright@nps.edu).

INTERNATIONAL DEFENSE TRANSFORMATION, MET

(MASL #P309045)

CCMR offers a one-week seminar entitled "International Defense Transformation" for nations that have already confronted the issues of Defense Restructuring and are interested in the United States and NATO processes for Concept Development and Experimentation. Participants explore transformational principles for maintaining competitive military advantage in the 21st Century. This offering prepares decision-makers to effectively design and implement plans for transforming their military to respond to principal threats, utilizing a capabilities-based defense planning methodology. The key objectives of the seminar are to familiarize participants with: Capabilities-Based Planning for the Future Security Environment; Network-Enabled Capability and Effects-Based Approach to Operations; Transformation Elements: Technology, Organizations, Processes, Personnel; Concept Development and Experimentation. The participants will learn how to develop affordable, feasible, and interoperable capabilities that contribute to national defence requirements and collective security commitments. The seminar introduces revolutionary initiatives to improve command and control, fires, maneuver and logistics in coalition operations across the spectrum of conflict through concept development, technology demonstrations, and field experiments. Participants develop the practical knowledge and skills needed to pursue national transformation objectives within the broader context of strategic defense and security policies.

Participants: The seminar is designed for international mid to senior military officers in the ranks of major to brigadier general and civilian equivalents from the Ministry of Defense, who are responsible for security and defense policy, strategic planning, programming and execution. For enrollment or detailed course information, please visit the Center for Civil-Military Relations website at <http://www.ccmr.org/public/spd.cfm/spi/idx>.

Contact Information: Mr. Scott Jasper, (831.656.2913; sejasper@nps.edu).

Curriculum Descriptions (Continued)

GLOBAL COMMONS SECURITY, MET

(MASL #179224)

CCMR offers a one-week seminar entitled “Global Commons Security” for nations that are interested in developing capabilities to safeguard the shared spaces labeled in defense lexicon as outer space, international waters and airspace, and cyberspace. The global commons are areas that no one state controls but on which all rely. Together the commons serve as essential conduits for the global system comprised of commerce, communication, and governance. International peace and economic prosperity are threatened daily through intrusion, exploitation or attack in the commons by criminal, transnational or regional competitors. This offering prepares decision-makers to effectively design and implement plans for securing access to, transit through and use of commons.

The key objectives of the seminar are to familiarize participants with:

- Trends, contexts, and implications of persistent conflict in the commons
- Commercial sector, civil agency, and military department cooperation dynamics
- Strategy, policy, rule, concept, and capability development constructs

Participants: The seminar is designed for international mid to senior military officers in the ranks of major to brigadier general and civilian equivalents from the Ministry of Defense, who are responsible for security and defense policy, strategic planning, programming and execution.

Contact Information: For enrollment or detailed course information, please contact Scott Jasper, CAPT, USN (RET) (831.915.4049; sejasper@nps.edu). Secondary contact is Scott Moreland, (831.601.3740; srmorela@nps.edu).

IDARM SITE SURVEY AND PRINCIPLES OF DEFENSE ACQUISITION MANAGEMENT, MET AND IN RESIDENCE COURSE

IDARM Site Survey (MASL #P309130)

Course development begins with a survey of a nation’s needs in a specific resource management area. This phase involves IDARM program team members visiting the host country to meet with those executives and managers responsible for determining defense requirements and qualifications for acquisition program managers and decision makers. During a week-long period, the team will work to develop an understanding of the host nation’s defense priorities, policies and procedures and to establish relationships with acquisition managers in order to identify future course objectives and curriculum goals.

Principles of Defense Acquisition Management, MET and In Residence Course

(MASL #P159200 and #P309131)

IDARM offers a EIMET course entitled “Principles of Defense Acquisition Management,” conducted as a one-week MET or a two-week resident course (twice yearly). The key objectives are to: provide course participants with an understanding of the fundamental concepts and challenges associated with defense acquisition and logistics decision making; examine needs based requirements planning along with the relationship among national security and military strategies and the acquisition and logistics systems; and assist countries in their efforts to develop and institutionalize transparent, efficient and effective defense acquisition and logistics systems. The course is taught by resident faculty from the School of International Graduate Studies and Graduate School of Business and Public Policy. Lectures are augmented by presentations from distinguished practitioners who are subject matter experts in various topics within acquisition and logistics. The course provides a theoretical examination of defense acquisition and logistics combined with practical application in a variety of national settings. Additionally, international best practices are discussed along with the challenges associated with implementation. Topics include the evolution and current state of defense acquisition policies and management practices in a defense environment characterized by civilian control of the military, systems’ acquisition life cycle, strategic planning and implementation, user-producer acquisition management, systems engineering, requirements evaluation and definition, offsets, logistics planning and support, supply chain management, software acquisition, test and evaluation, program planning and organization and e-commerce.

Curriculum Descriptions (Continued)

Participants: This course is designed for U.S. and international military officers and civilian equivalents of grades 04-06, engaged in a broad range of acquisition fields (policy development, strategic planning, requirements definition, logistics, program management, procurement and contracting, budgeting and execution and systems engineering). For the resident course, countries are encouraged to nominate more than one participant.

Contact Information: Dr. Elisabeth Wright, (831.656.2469; 540.972.9184; ewright@nps.edu).

PRINCIPLES OF DEFENSE PROCUREMENT AND CONTRACTING, IN RESIDENCE COURSE, MET

(MASL #P159202)

The International Defense Acquisition Resource Management Program (IDARM) offers a two-week Expanded International Military Education and Training (EIMET) approved course entitled "Principles of Defense Procurement and Contracting," at the Naval Postgraduate School, Monterey, California twice yearly. The key objectives of this course are to: provide course participants with an understanding of the fundamental concepts and challenges associated with national and global defense contracting and procurement; examine requirements definition and tendering and sourcing methodologies with a focus on the characteristics of efficient and effective contract and procurement systems; and assist countries in their efforts to develop and institutionalize transparent, efficient and effective contract and procurement systems. The course is taught by resident faculty from the School of International Graduate Studies and Graduate School of Business and Public Policy. Faculty lectures are augmented by presentations from distinguished practitioners who are subject matter experts in various topics within procurement and contracting. The course provides a practical examination of defense procurement and contracting issues. It includes a comparative analysis of the United States, European Union and NATO models of contracting. Participants examine the methodologies that ensure needs based requirements, work in groups to develop and issue requests for tender and apply reasoned decision making in supplier selection. Post award contract management is also discussed during the course. Additionally, international best practices are examined along with the challenges associated with institutionalizing efficient and effective procurement systems. Topics include transparency, ethics, procurement planning, defining requirements, tendering methods, payment considerations, intellectual property rights, performance and delivery issues, source selection methods, receipt, evaluation and control of tenders, contract administration, negotiations, workforce professionalization and contract reporting considerations.

Participants: This course is designed for U.S. and international military officers and civilian equivalents of grades 04-06 who directly or indirectly contribute to procurement and contracting from a policy or operational perspective (materiel planners, requirements developers, end users, contract managers, analysts, tender evaluators, contract negotiators and source selection decision makers). Countries are encouraged to nominate more than one participant.

Contact Information: Dr. Elisabeth Wright, (831.656.2469; 540.972.9184; ewright@nps.edu).

INTERNATIONAL DEFENSE ACQUISITION NEGOTIATIONS, IN RESIDENCE COURSE

(MASL #179069)

The International Defense Acquisition Resource Management Program (IDARM) offers a two-week Expanded International Military Education and Training (EIMET) approved course entitled "International Defense Acquisition Negotiations," at the Naval Postgraduate School, Monterey, California twice yearly. The key objectives of this course are to: develop an understanding of cross cultural negotiations; familiarize course participants with a structured approach to planning and preparing for negotiations; examine analytical techniques and fact finding methodologies as aids to developing a negotiation position and best alternatives to a negotiation position; learn and apply various negotiation strategies and tactics and understand their situational use; and provide an opportunity to prepare a negotiation plan and to actually negotiate complex issues in difficult negotiation situations. The course focuses on planning and preparing for negotiations with a special emphasis on negotiation of complex issues in a multi-cultural environment. Extensive in class negotiations are conducted. Course participants learn their negotiating style preference and how and when to adapt their negotiation styles given the behavior and goals of the parties.

Curriculum Descriptions (Continued)

Participants: This course is designed for U.S. and international military officers and civilian equivalents of grades 04-06, who directly or indirectly contribute to development of negotiation positions, conduct analysis of information or participate in negotiations. Countries are encouraged to nominate more than one participant.

Contact Information: Dr. Elisabeth Wright, (831.656.2469; 540.972.9184; ewright@nps.edu).

PROJECT MANAGEMENT (MANAGING COMPLEX DEFENSE PROJECT), MET

(MASL #P309104)

This eight day course entitled “Project Management (Managing Complex Defense Project),” provides project managers and project team members with the tools and techniques necessary to successfully manage complex projects. Emphasis is placed on cost control, schedule management and project scope of work. The key objectives of the “Project Management” course are the following: Examine the fundamental concepts and framework for managing projects with an emphasis on technical, schedule and cost estimation, control and risk; Provide participants with an understanding of the models and frameworks for managing simple and complex projects; Examine and apply, in detail, the elements of project management so as to engage students’ understanding of various areas integral to successful project management; Understand and utilize financial and other necessary resource management tools; Develop periods and phases of the project cycle and key decision points, including identification of project goals, project products, business budget, as well as technical aspects; Assist project organizations in their efforts to develop and institutionalize efficient and effective problem solving and decision making techniques.

Participants: This course is designed for international military officers and civilian equivalents of grades 04-06 who participate in project teams or manage simple and complex projects.

Contact Information: Dr. Elisabeth Wright, (831.656.2469; 540.972.9184; ewright@nps.edu).

CONTRACTING FOR PRE-DEPLOYMENT AND DEPLOYMENT OPERATIONS, MET

(MASL #P309136)

The International Defense Acquisition Resource Management Program (IDARM) offers a one-week mobile course, entitled “Contracting for Pre-Deployment and Deployment Operations.” This course may be conducted for a single country or as a regional event. The key objectives of the “Contracting for Pre-Deployment and Deployment Operations” course are to: Examine the fundamental concepts and challenges associated with contingency contracting; Provide course participants with an understanding of the complexities associated with planning and negotiating contracts in “conflict areas;” Examine the tools and techniques necessary to effectively contract in areas with limited or no host nation support; Assist countries in their efforts to develop and institutionalize efficient and effective contingency contracting practices.

Participants: This course is designed for international military officers and civilian equivalents of grades 04-06 who directly or indirectly contribute to procurement and contracting in a contingency environment, from a policy or operational perspective.

Contact Information: Dr. Elisabeth Wright, (831.656.2469; 540.972.9184; ewright@nps.edu).

LOGISTICS AND LIFE CYCLE MANAGEMENT

(MASL #309348)

Key Course Objectives

- Examine the fundamental concepts and framework for structuring an effective logistics management system.
- Examine and apply, in detail, best practices in improving logistics systems to enhance participants’ understanding of methods that lead to successful logistics management systems.
- Understand and utilize financial and other necessary logistics management tools.

Curriculum Descriptions (Continued)

- Develop periods and phases of the acquisition life cycle which include key decision points, such as identification of project goals, project products, business budget and technical considerations.
- Provide course participants with the tools and techniques necessary to develop reasonable life cycle cost models for armaments projects.
- Assist organizations in their efforts to develop and institutionalize efficient and effective problem solving and decision making techniques related to logistics, sustainment of systems, and life cycle management.

This course examines components and characteristics of effective logistics systems. Emphasis is placed on identification of the life cycle phases, and the important considerations in developing cost models that predict the likely total ownership cost of a major weapon system.

Participants: This course is designed for international military officers and civilian equivalents of grades 04-06 who are involved in and/or manage logistics and life cycle management of projects. The course is exported and customized given a country's specific requirements.

Contact Information: Dr. Elisabeth Wright, (831.656.2469; 540.972.9184; ewright@nps.edu).

EIPC PSO PRE-SURVEY, AND MET

EIPC Peace Support Operations (PSO) Pre-Survey (MASL #P309077)

In cases where CCMR has not conducted a EIPC program, or when the content for an upcoming course must be shaped in person, CCMR conducts a Phase I Pre-Course Site Visit, which takes approximately two to five days. During this visit, the MET Team Leader conducts an evaluation and curriculum development phase with the recipient country PSO education and training staff and representatives from the US country team. The goal is to review the recipient country's existing national PSO training capabilities, brief the PSO core curriculum developed by CCMR and tailor it to the recipient country's training needs and desires. CCMR usually visits the host country's peacekeeping training center and prospective venues for identified EIPC Phase III METs.

EIPC Peace Support Operations (PSO) MET (MASL #P309078)

A series of modules and courses covering the various topics of the PSO core curriculum are delivered in conjunction with the Phase II host country graduates at their peacekeeping training center to the staff and faculty, tailored to the recipient countries needs as developed during the site assessment and Instructor Course. All METs emphasize practical training exercises oriented toward a "train the trainer" format. EIPC education and training is oriented toward mid-to-senior level officers involved with institutional PSO education and training development, and the practical exercises are aimed at battalion and higher staff levels. This meets the US policy goals of enhancing interoperability among peacekeeping partners and promoting a common PSO doctrine.

Contact Information: Mr. Tim Byrne (831.238.1457; tmbyrne@nps.edu).

PREPARING FOR PEACEKEEPING DEPLOYMENTS: NEGOTIATION EFFECTIVE SUPPORT AGREEMENTS WITH INTERNATIONAL ORGANIZATIONS, MET

(MASL #309064)

CCMR custom-designed Expanded International Military Education and Training (EIMET) approved workshop course entitled "Preparing for Peacekeeping Deployments: Negotiation Effective Support Agreements with International Organizations," is conducted by a Mobile Education Team (MET). This course is designed specifically for those countries that either participate in peacekeeping operations or plan to do so. The intended audience is mid- to senior civil, civilian defense and military officials involved in the decision-making process to prepare forces for peace operations in the ranks of major to Major General and civilian equivalents from the Ministry of Defense and the national defense headquarters. The key objectives of the course are to provide instruction in: how to ascertain logistic support requirements for deployed peacekeeping operations; ascertaining national responsibilities and liabilities; present external logistic support options to support the force; how best to evaluate external support options to meet national requirements; and present negotiating techniques to be used when drafting legal agreements with international organizations.

Contact Information: Dr. Thomas Young (831.402.3084; tdyoung@nps.edu).

Curriculum Descriptions (Continued)

PREPARING FOR PEACEKEEPING DEPLOYMENTS: REVIEWING INTER-MINISTERIAL PEACEKEEPING ROLES AND MISSIONS, MET

(MASL #P309065)

CCMR custom-designed Expanded International Military Education and Training (EIMET) approved workshop course entitled “Preparing for Peacekeeping Deployments: Reviewing Inter-ministerial Peacekeeping Roles and Missions,” is conducted by a Mobile Education Team (MET). This course is designed specifically for those countries that either participate in peacekeeping operations or plan to do so. The intended audience is mid- to senior civil, civilian defense and military officials involved in the decision-making process to prepare forces for peace operations in the ranks of major to Major General and civilian equivalents from all ministries with responsibilities in supporting peacekeeping deployments. The key objectives of the course are to provide instruction in: review existing roles and missions of all ministries specifically related to supporting peacekeeping operations and identify shortcomings and divergent institutional understandings; examine existing planning and coordination procedures and arrangements between institutions; evaluate the effectiveness of these existing procedures and arrangements and make suggestions where they can be improved by using “best practices” and applicable case studies; and consider the adoption of generic peacekeeping tasks applicable to relevant directorates within all ministries.

Contact Information: Dr. Thomas Young (831.402.3084; tdyoung@nps.edu)

PREPARING FOR PEACEKEEPING DEPLOYMENTS: ADOPTING TASK LISTS AND STANDING OPERATING PROCEDURES, MET

(MASL #P309067)

CCMR custom-designed Expanded International Military Education and Training (EIMET) approved workshop course entitled “Preparing for Peacekeeping Deployments: Adopting Task Lists and Standing Operating Procedures,” is conducted by a Mobile Education Team (MET). This course is designed specifically for countries that have, or are proposing to develop and furnish, dedicated peacekeeping tactical units. The intended audience is mid- to senior-civilian defense and military officers in the ranks of captain to Major General and civilian equivalents from the Ministry of Defense involved in the decision-making process to prepare forces to peace operations. The key objectives of the course are to provide instruction in: review existing unit procedures and operating arrangements; development of appropriate training objectives for peace operations training; introduce a generic tasks list of 202 tasks as recognized by the United Nations as constituting the most basic peacekeeping tactical tasks; evaluate the applicability of generic battalion tactical standing operating procedures for adoption by the unit; develop a generic mission-essential tasks list (METL) derived from national policy and objectives; and conduct a thorough review of the unit’s table of organization and equipment (TOE) to ascertain what equipment is requirement in order to meet the generic METL.

Contact Information: Dr. Thomas Young (831.402.3084; tdyoung@nps.edu).

GLOBAL PEACE OPERATIONS INITIATIVE (GPOI), ROGRAM DESIGN AND DEVELOPMENT VISIT (PDDV), AND MET

GPOI Program Design and Development Visit (PDDV) (MASL #P309102)

In cases where CCMR, in coordination with the appropriate Combatant Command (COCOM), has not conducted a GPOI program or event, or when the content for an upcoming course must be shaped in person, it is often advisable to conduct a Program Design and Development Visit (PDDV), also referred to as a GPOI Phase I Visit. During a PDDV or Phase I visit, the CCMR Team Leader, accompanied by COCOM representatives, conducts an evaluation and curriculum development phase with the recipient country PSO education and training staff and representatives from the US country team. A PDDV will normally last approximately five days. The goal is to review the recipient country’s existing national PSO training capabilities, determine the direction of national PSO capacity building effort/plans, brief USG and recipient country’s GPOI points of contact on the COCOM GPOI Implementation Plan and assist recommend an initial GPOI Country Plan, tailored to the country’s training needs and desires.

Curriculum Descriptions (Continued)

GPOI, MET (MASL #P309157)

This is a MTT - planning conference for the exercise KHAN QUEST 06 in support of the Global Peace Operations Initiative. The principal goal is to establish the framework for the conduct of exercise KHAN QUEST which will be the CAPSTONE exercise for GPOI for FY06.

Contact Information: Mr. Tim Byrne (831.238.1457; tmbyrne@nps.edu).

GPOI TRAIN-THE-TRAINERS (T-3), MET AND REGIONAL MET

(MASL # P273013 and #P309103)

Introduction: The Center for Civil-Military Relations (CCMR) conducts a peacekeeping training course entitled "Train-the-Trainers (T-3) course. The aim of the T-3 is to help develop the capacities of a nation's peacekeeping training cadre to design situational training exercises that reflect today's operational environments so that national units are able to train to United Nations (UN) common tasks. The course is ideally suited for national trainers or unit training officers (Lieutenant – Major) with contingents earmarked for deployment to UN peacekeeping operations. Host nations can conduct these courses as either regional events open to participants from the region or world-wide, or as national courses, bilaterally with the US. The duration of the training is 12 calendar days inclusive of weekend/cultural/social programs. The training methodology is centered on presentations by Subject Matter Experts (SMEs) in conjunction with group and plenary discussions. Participants could be from any of the Global Peace Operations Initiative (GPOI) participating countries in the region or world-wide; they could also be from non-GPOI participating countries, but those candidates should use IMET/EIMET or be self-funded.

Participants: The optimum course size is 30 students. These individuals are identified among GPOI participating countries in the region or worldwide. Participant rank or grade should be equivalent to Lieutenant - Major. Previous peacekeeping experience is desirable but not required. Preference should be given to nominees with a training responsibility or officers serving with units earmarked for deployment to peacekeeping operations.

Point of Contact (POC): Mr. Timothy Byrne, GPOI Program Manager, e-mail: tmbyrne@nps.edu , phone: 831-238-1457

GPOI UNITED NATIONS CIVIL-MILITARY COORDINATION (CMCOORD), MET

(MASL #P309068)

CCMR offers a custom-designed EIMET course entitled "United Nations Civil-Military Coordination (UN-CMCOORD)," exportable on demand to all IMET recipient countries. Its purpose is to prepare and train civil-military liaison officers (CMLOs) or the civilian equivalent for service in United Nations Multi-national Headquarters or within US contingents that conduct Peace Support Operations (PSO). The course will meet current standards of performance established by the United Nations and include best practices from training being conducted by other peacekeeping Nations. Training will address the most recent changes in the civil-military PSO environment, which will influence the staff officer assigned to a multi-national, coalition headquarters within the context of a United Nations (UN), coalition of the willing or regional peace operation. Given the potential of varying skill levels of officers from various participating nations, the proposed CMCOORD training program represents a master menu, which defines all aspects of possible CMLO training.

Participants: Civilian and military personnel in the rank of Captain to Colonel or the civilian equivalent that will participate in peace support operations. Emphasis should be to personnel who will be conducting peace support operations training structures or a peacekeeping training center, then to staff officers.

Contact Information: Mr. Tim Byrne (831.238.1457; tmbyrne@nps.edu).

Curriculum Descriptions (Continued)

GPOI SENIOR MISSION LEADERS COURSE (SML), MET

(MASL #P309211)

The SML course prepares senior personnel for their future roles and responsibilities as mission leaders in United Nations (UN) peacekeeping operations, to include planning, managing and leading UN peacekeeping missions. On completion of the course, participants will be competent to lead UN peacekeeping missions. The US conducts this course through its Global Peace Operations Initiative (GPOI) program. The SML will enhance capacities of GPOI partner countries by developing senior UN leadership capabilities, and it will increase the number of trained leaders available for leadership posts in UN peacekeeping missions.

Participants: Course size is 25 participants. Participant rank/grade should be brigadier general or civilian equivalent. Previous peacekeeping experience is desirable. Optimally, participant structure achieves both gender and component (military, police and civilian) parity.

Point of Contact: Mr. Timothy Byrne, GPOI Program Manager, e-mail: tmbyrne@nps.edu, phone: 831-238-1457

GPOI PEACEKEEPING OPERATIONS CONTINGENT COMMANDERS (PKOCC), IN RESIDENCE COURSE

(MASL #P179085)

The aim of the PKOCC course is to prepare potential commanders in the roles and responsibilities of contingent commanders, battalion commanders and sector commanders in complex peacekeeping operations, both for UN and other multinational operations. CCMR conducts this course through the United States (US) Global Peace Operations Initiative (GPOI) program.

Training Objectives: Gain an understanding of the operational environment of today's conflicts and the commanders' role in an integrated mission; ensure understanding of the importance of consensus, coordination and communication at the operational level among the military, humanitarian, and political actors; develop awareness and understanding of the various components of peacekeeping operations; enhance understanding of the underpinning legal framework of UN peacekeeping operations and the attendant Integrated Mission Planning Process; create a common understanding of the UN system and various agencies in the field including aspects of operational coordination; ensure understanding of the responsibilities and roles of the commander to effectively lead personnel employed in peacekeeping operations; enhance understanding of the importance of addressing various cross-cutting issues to include human rights, gender and the implementation of SCR 1325, Code of Conduct and Discipline, Sexual Exploitation and Abuses (SEA), through sound leadership and administration; understand the elements of conflict management; and develop skills and the ability to apply basic principles of negotiations and mediation

Participants: The course is limited to 30 participants. These participants will be identified among GPOI participating countries world-wide. Previous peacekeeping experience is desirable but not required.

Point of Contact: Mr. Timothy Byrne, GPOI Program Manager, e-mail: tmbyrne@nps.edu, phone: 831-238-1457

GPOI UNITED NATIONS CIVIL-MILITARY COORDINATION (CMCOORD), IN RESIDENCE COURSE

(MASL#P179023)

CCMR offers a custom-designed EIMET course entitled "United Nations Civil-Military Coordination (UN-CMCOORD)," exportable on demand to all IMET recipient countries, to prepare and train civil-military liaison officers (CMLOs) in the rank of Captain - Lieutenant Colonel or the civilian equivalent for service in UN Multi-national Headquarters or within US contingents that conduct PSO. The course will meet current standards of performance established by the UN and include best practices from training being conducted by other peacekeeping Nations. Specifically the training will address the most recent changes in the civil-military PSO environment, which will influence the staff officer assigned to a multi-national, coalition headquarters within the

Curriculum Descriptions (Continued)

context of a United Nations, coalition of the willing or regional peace operation. Given the potential of varying skill levels of officers from various participating nations, the proposed CMCOORD Officer training program represents a master menu, which defines all aspects of possible CMLO training.

The key objectives of the course are to provide instruction and assistance to: Introduce the UN / Coalition type of Mission system as a common basis for the performance of peace operations Civil-Military Liaison duties; Cooperation and coordination within mission components, between the military staff and different civilian components and with parties involved in the conflict, with specific emphasis on those duties required of CMLOs; Operational principles and procedures of UN and regional PSOs.; Knowledge of UN conflict control operations, especially: use of UN peacekeeping tactics and techniques; Use of force, Rules of Engagement (ROE), legal aspects of peace operations; Cooperation and coordination with UN Agencies, International Organizations and NGOs; Code of Conduct; Political, social, cultural, religious and other factors influencing operations in mission areas; Liaison, negotiation and mediation; Security Issues and force protection; Human Rights responsibilities.

Participants: Civilian and military personnel in the rank of Captain to Colonel or the civilian equivalent that will participate in PSOs. Emphasis should be to personnel who will be conducting PSO training structures or a peacekeeping training center, then to staff officers.

Contact Information: Mr. Tim Byrne (831.238.1457; tmbyrne@nps.edu).

GPOI UNITED NATIONS STAFF OFFICERS COURSE, IN RESIDENCE COURSE

(MASL #P179045)

CCMR offers a peacekeeping training course entitled "United Nations Staff Officers Course" (UNSOC). The goal of this training is to assist nations in improving the abilities of their armed forces to better participate in United Nations (UN) peacekeeping operations. The specific purpose of the UNSOC is to prepare and train staff officers (Captain - Lieutenant Colonel or civilian equivalents) for service as staff officers in UN multinational and sector headquarters or within national contingents to conduct peacekeeping operations. Upon completion of the UNSOC, participants are expected to be competent in the knowledge, skills and attributes of effective UN staff officers.

Training Objectives: The specific objectives of the UNSOC are to:

- a. Examine major issues in peacekeeping operations;
- b. Understand UN role and responsibilities in PKO;
- c. Understand the Military Staff Functions and responsibilities in UN peacekeeping missions; and
- d. Conduct operational Level Staff Planning processes for UN peacekeeping operations.

Participants: The optimum course size is 30 students. These individuals are identified among GPOI participating countries in the region or worldwide. Participant rank or grade should be equivalent to Captain - Lieutenant Colonel. Previous peacekeeping experience is desirable but not required. Preference should be given to nominees who might potentially be assigned as staff officers in peacekeeping operations.

Point of Contact: Mr. Timothy Byrne, GPOI Program Manager, e-mail: tmbyrne@nps.edu, phone: 831-238-1457.

GPOI UNITED NATIONS MILITARY OBSERVER TRAINING, IN RESIDENCE COURSE

(MASL #P179046)

CCMR offers a custom-designed Expanded International Military Education and Training (IMET) course entitled "Global Peace Operations Initiative (GPOI) United Nations Military Observer Training," exportable on demand to all IMET recipient countries. The purpose of the course is to prepare officers (Capt. - Lt. Col.) for service as United Nations Military Observers (UNMO) in any current and/or upcoming United Nations Peacekeeping Mission. The key objectives of the course are to provide instruction and technical assistance to: Introduction to

Curriculum Descriptions (Continued)

Peace Support Operations; Knowledge of UN conflict control operations, especially: UN organization and function, relations between UN components and local authorities, and legal aspects; UNMO cooperation with UN Agencies, International Organizations and NGOs; Specific Observer duties; Code of Conduct; Political, cultural, social, religious and other mission area factors; Liaison, negotiation and mediation; Force Security (personal security); Human Rights obligations; and Logistics support of Observer Missions.

Participants: Military personnel in the rank of Captain to Lieutenant Colonel that will conduct UN Military Observer duties and train military observers. Emphasis should be to personnel who will be conducting UN Military Observer training or a peacekeeping training center then to UN Military Observers.

Contact Information: Mr. Tim Byrne (831.238.1457; tmbyrne@nps.edu).

GPOI UNITED NATIONS LOGISTICS OFFICERS COURSE, IN RESIDENCE COURSE

(MASL #P179047)

CCMR offers a custom-designed Expanded International Military Education and Training (IMET) course entitled "Global Peace Operations Initiative (GPOI) United Nations Logistics Officers Course," exportable on demand to all IMET recipient countries. The purpose of the course is to prepare trained logistics officers (Capt. - Lt. Col.) for service in United Nations Multinational Headquarters or in US contingents that conduct Peace Support Operations (PSO). The program will establish baseline logistics staff skills necessary to operate within a UN, coalition or regional peacekeeping force headquarters. These logistics skills constitute the foundation of a credible PKO response and are critical to operational effectiveness. The key objectives of the course are to provide instruction and technical assistance to: Introduction to a UN Mission structure as a common basis for the performance of logistics staff duties; The UN logistics management structure including national, mission and UN HQ responsibilities; Cooperation within the staff, between the military logistics staff and the United Nations civilian logistics staff.; Operational and logistical principles and procedures in a UN Peace Support Operation; Knowledge of UN Logistics, UN Supply and UN Movement Control Systems; Cooperation and coordination with UN Agencies, International Organizations and NGOs; Code of Conduct; Political, social, religious and other factors prevailing in mission areas; Liaison and Negotiation; and Security and force protection issues.

Participants: Civilian and military personnel in the rank of Captain to Colonel or the civilian equivalent that will conduct peace support operations. This course is also valuable for Logistic Planners (UN Missions) and personnel dealing with reimbursements from the United Nations

Contact Information: Mr. Tim Byrne (831.238.1457; tmbyrne@nps.edu)

GPOI UNITED NATIONS PEACE SUPPORT OPERATIONS INSTRUCTORS' COURSE, IN RESIDENCE COURSE

(MASL #P179048)

CCMR offers a custom-designed Expanded International Military Education and Training (IMET) course entitled "Global Peace Operations Initiative (GPOI) United Nations Peace Support Operations Instructors' Course," exportable on demand to all IMET recipient countries. The purpose of the course is to prepare international military officers in the ranks of captain to colonel and civilian equivalent officials responsible for preparing personnel for service in peacekeeping missions at national, regional and UN designated training Centers or activities. The course concentrates on curriculum development and teaching skills as well as methods for PSO education and training. General subject areas include the UN system, current UN PSO training guidelines, education and training methodologies, and curriculum development. This is a "train-the-trainer" course that directly relates to the Standard Training Module system and module topics utilized by the United Nations to advance standardized peacekeeping training amongst troop contributing nations. Additionally, during the course, faculty representatives, when requested, provide assistance to participants in developing future equipment plans for PSO education and training centers. The goal of this course is to produce highly skilled PSO trainers who have been introduced to a variety of training and educational methods and have a good grasp of current PSO guidelines for peacekeeping training.

Curriculum Descriptions (Continued)

Participants: The ideal candidates for the Instructors' Course are officers from senior captain to colonel, designated as senior instructors, training department directors, and curriculum developers assigned to peacekeeping training centers, staff colleges, and general staffs. Additionally, this course is also valuable military personnel in the rank of Captain to Colonel or the civilian equivalent that are involved with establishing and/ or implementing national training policies related PSO participation.

Contact Information: Mr. Tim Byrne (831.238.1457; tmbyrne@nps.edu).

CIVIL-MILITARY COOPERATION (CIMIC) SUPPORT OF MULTINATIONAL AND INTERAGENCY RELIEF AND RECONSTRUCTION OPERATIONS, MET

(MASL #P309153)

CCMR offers a custom-designed Expanded International Military Education and Training (IMET) course entitled "Civil-Military Cooperation (CIMIC) Support of Multinational and Interagency Relief and Reconstruction Operations," exportable on demand to all IMET recipient countries. This course is designed specifically for countries that have, or are proposing to develop and furnish, dedicated CIMIC units, or individuals. The intended audience is mid to senior civilian defense and military officers in the ranks of captain to major general and civilian equivalents from the Ministry of Defense involved in the decision-making process to prepare forces / agencies to support multinational relief and reconstruction operations. The key objectives of the course are to provide instruction in: review existing and emerging international and recipient country CIMIC concepts for support of multinational and interagency relief and reconstruction operations under UN mandate; evaluate recipient country objectives for CIMIC force support of multinational and interagency relief and reconstruction operations, based primarily (though not exclusively) on NATO CIMIC doctrine, within recipient country national security policy and other national political constraints; analyze current and potential recipient country CIMIC force comparative value-added contributions for such operations, and develop a generic CIMIC mission-essential task list (METL); establish the framework for recipient country CIMIC and related inter-ministry force and doctrinal development, as well as training and skills development; draft an implementation plan for obtaining these capabilities; and conduct an initial review of material and financial resources required for establishing a deployable recipient CIMIC/inter-ministry capacity to support multinational and interagency relief and reconstruction operations

Contact Information: Dr. Thomas Young (831.402.3084; tdyoung@nps.edu)

CIVIL AFFAIRS (CA) / CIVIL-MILITARY COOPERATION (CIMIC) SUPPORT OF INFORMATION OPERATIONS (IO), MET

(MASL #P309154)

CCMR offers a custom-designed Expanded International Military Education and Training (IMET) course entitled "Civil Affairs (CA) / Civil-Military Cooperation (CIMIC) Support of Information Operations (IO)," exportable on demand to all IMET recipient countries. This course is designed specifically for countries that have, or are proposing to develop, dedicated CA / CIMIC units or individuals, improve CA / CIMIC ability to support IO, and expand military and inter-ministry IO capabilities. The intended audience is mid to senior civilian defense and military officers in the ranks of captain to major general and civilian equivalents from the Ministry of Defense involved in the decision-making process to prepare forces / agencies to support multinational relief and reconstruction operations. The key objectives of the course are to provide instruction in: review existing and emerging international and recipient country inter-ministerial strategic communications and military IO concepts for multinational and interagency relief and reconstruction operations under UN mandate; evaluate recipient country objectives for inter-ministerial and military IO support of multinational and interagency relief and reconstruction operations, based primarily (though not exclusively) on NATO and (when applicable) UN CIMIC and IO doctrine, within recipient country national security policy and other constraints; analyze current and potential recipient country CA / CIMIC force comparative value-added contributions for CA / CIMIC support of inter-ministry and military IO, and develop a generic CA / CIMIC-IO mission-essential task list; establish the framework for recipient country CA / CIMIC-IO and related inter-ministry force and doctrinal development, as well as training and skills development, for CA / CIMIC-IO integration or synchronization; draft an implementation plan for obtaining these capabilities; and conduct an initial review of material and financial resources required for

Curriculum Descriptions (Continued)

establishing a deployable recipient CA / CIMIC/inter-ministry capacity to integrate IO in support of multinational and interagency relief and reconstruction. CCMR's approach to teaching the course is to focus delivery to the specific conditions and requirements of the recipient country

Contact Information: Dr. Thomas Young (831.402.3084; tdyoung@nps.edu).

CIVIL-MILITARY RESPONSES TO TERRORISM, MET

(MASL #P309069)

The Center for Civil-Military Relations (CCMR) offers a variety of one-week courses entitled "Civil- Military Responses to Terrorism" to select countries. These courses are conducted by a Mobile Education Team (MET) using Combating Terrorism Fellowship (CTFP) funding (or other sources as available). The key objectives of the course are: (1) to assist civilian officials and military officers make better decisions in preventing or responding to acts of terrorism; (2) to enhance the capabilities of coalition partners to develop effective counter-terrorism approaches consistent with democratic principles; and (3) to convene seminars or workshops focused on particular aspects of fighting terrorism, as requested by host governments. All courses are custom-built for specific audiences. Focused METs can be developed around the following topics: Homeland Defense and Security; Intelligence; Policy and Strategy; Restructuring the Security Sector; Maritime Terrorism; Organized Crime and Terrorism; Civil-Military Cooperation in Combating Terrorism; Ethics and Combating Terrorism; Border Security; Consequence Management; Public Affairs in Responses to Terrorism; Building CT Institutions

Participants: The courses are designed for mid-to senior grade military officers and civilian officials from a single country with responsibilities for combating terrorism. Participation is determined by Security Assistance offices, working with their host nation counterparts. The course will be constructed to resonate with the particular audience selected.

Contact Information: Primary contact is Paul Shemella (831-656-3832; pshemell@nps.edu)
Secondary Contact is Matthew King (831-656-3153; mtking@nps.edu)

CIVIL-MILITARY RESPONSES TO TERRORISM, REGIONAL MET

(MASL #P273011)

The Center for Civil-Military Relations (CCMR) conducts one- or two-week seminars in 'Civil-Military Responses to Terrorism', hosted by security assistance officers in selected countries. This MASL is used to identify countries participating in regional events (the hosting ODC will use the general CCMR CTFP MASL #P309069 or another CCMR MASL, designating a specialized course. Overseas versions of this course can be delivered to single countries by Mobile Education Teams under MASL#P309069, or under one of the other CCMR CTFP MASLs.

The key objectives of the course are to:

- (1) Provide participants with a holistic understand of terrorism as one of many 'transnational threats' facing governments.
- (2) Provide a platform for participating countries to present detailed briefings on how their governments respond to terrorism.
- (3) Examine interagency and regional cooperation in crafting strategies against terrorism.

Participants: Participation in regional programs is determined by Regional Combatant Commanders, working closely with hosting SAOs and CCMR. Regional programs are financed according to NETSAFA cost-sharing policies. Hosting countries are normally given more seats in these courses than their neighboring states, but diversified audiences are sought. Civilian participation is considered essential for accomplishing the goals of the course

Contact Information: CCMR's CTFP Program Manager is Paul Shemella (831-656-3832; pshemell@nps.edu).
The Assistant Program Manager is Matthew King (831-656-3153, mtking@nps.edu).

Curriculum Descriptions (Continued)

CIVIL-MILITARY RESPONSES TO TERRORISM (GLOBAL), IN RESIDENCE COURSE

(MASL #P179018)

Program (CTFP) course entitled “Civil-Military Responses to Terrorism” in Monterey, CA for global audiences. This is a DSCA-designated ‘invitational’ course where tuition will be paid for a select number of participants (additional participants are encouraged to attend but will be charged the usual tuition rate).

The key objectives of the course are to:

- (1) Help participants develop a holistic understanding of terrorism as one of many ‘transnational threats’ all governments face.
- (2) Provide a platform for all countries represented to present their views in a formal briefing.
- (3) Complete a table top exercise featuring a fictional country facing two different kinds of terrorism.

Participants: Participating countries are identified by Regional Combatant Commanders and issued invitations by the Office of the Secretary of Defense. Within each participating country, an even balance of military officers and civilian officials will be ideal. Seniority will vary with the size of a country’s defense forces, but the course will resonate best with mid-to senior grade officials involved in combating terrorism.

Contact Information: Primary contact is Paul Shemella (831-656-3832; pshemell@nps.edu).

Secondary contact is Matthew King (831-656-3153, mtking@nps.edu).

CIVIL-MILITARY RESPONSES TO TERRORISM: CONSEQUENCE MANAGEMENT

(MASL #P309041)

CCMR offers a custom–designed Combating Terrorism Fellowship Program (CTFP) and Expanded International Military Education and Training (IMET) program entitled “Civil- Military Responses to Terrorism: Consequence Management” exportable on demand to all IMET and CTFP recipient countries. The intended audience is mid-to senior level civilian officials (typically from Ministries of Defense, Interior, Justice, or Foreign Affairs) and military officers (O-5/O-6). This program is not about how the United States fights terrorism; rather it is designed to assist participating officials make better decisions about how their own governments fight terrorism.

The key objectives of the course are to provide instruction, discussion, case studies, and tabletop exercise to:

- 1) Understand how to integrate ‘Consequence Management’ into a government’s overall combating terrorism strategy
- 2) Understand that when terrorist attacks can not be avoided, governments must effectively anticipate and manage the consequences of those attacks
- 3) Understand the benefits of an ‘all-hazards approach’ to not only terrorist attacks, but also natural and man made disasters
- 4) Examine the need for an ‘Incident Command System’ in disaster and terrorism incident management
- 5) Working groups will be given a tabletop exercise in managing the consequences of a terrorist attack or a natural disaster

Contact Information: The Primary contact is Mr. Paul Shemella (831-656-3832; pshemell@nps.edu). Secondary POC is Mr. Matthew King (831-656-3153; mtking@nps.edu)

CIVIL-MILITARY RESPONSES TO TERRORISM: DEFUSING TERRORIST IDEOLOGY

(MASL #P309042)

The Center for Civil-Military Relations (CCMR) offers a custom–designed Combating Terrorism Fellowship Program (CTFP) and Expanded International Military Education and Training (IMET) program entitled “Civil-Military Responses to Terrorism: Defusing Terrorist Ideology” exportable on demand to all CTFP and IMET recipient countries. The intended audience is mid-to senior level civilian officials (typically from Ministries of

Curriculum Descriptions (Continued)

Defense, Interior, Justice, or Foreign Affairs) and military officers (O- 5/O-6). This program is not about how the United States fights terrorism; rather it is designed to assist participating officials make better decisions about how their own governments fight terrorism. The key objectives of the course are to provide instruction, discussion, case studies, and classroom exercise to:

- 1) Understand terrorist motivation and the origins of violent extremism
- 2) Understand what resources are available to governments to inoculate societies against the appeal of terrorism as a means of political dissent
- 3) Understand how to challenge terrorists that invoke an ideology (especially a religious inspired ideology) to legitimize violence in carrying out an attack
- 4) Working groups will be tasked with developing plans of action that target Ideology, the key center of gravity that underpins terrorist effectiveness

Contact Information: The Primary contact is Mr. Paul Shemella (831-656-3832; pshemell@nps.edu). Secondary POC is Mr. Matthew King (831-656-3153; mtking@nps.edu).

CIVIL-MILITARY RESPONSES TO TERRORISM: INTELLIGENCE AND COMBATING TERRORISM, MET

(MASL #P309043)

CCMR offers a custom–designed Combating Terrorism Fellowship Program (CTFP) and Expanded International Military Education and Training (IMET) program entitled “Civil- Military Responses to Terrorism: Intelligence and Combating Terrorism” exportable on demand to all IMET and CTFP recipient countries. The intended audience is mid-to senior level civilian officials (typically from Ministries of Defense, Interior, Justice, or Foreign Affairs) and military officers (O-5/O-6). This program is not about how the United States fights terrorism; rather it is designed to assist participating officials make better decisions about how their own governments fight terrorism. The key objectives of the course are to provide instruction, discussion, case studies, and classroom exercises to:

- 1) Understand the intelligence process as it pertains to combating terrorism
- 2) Understand intelligence as a foundation of strategy
- 3) Understand the structure of intelligence organizations, and how they might be reformed
- 4) Most importantly, understand how intelligence can be shared across organizations and among regional partners

Contact Information: The Primary contact is Mr. Paul Shemella (831-656-3832; pshemell@nps.edu). Secondary POC is Mr. Matthew King (831-656-3153; mtking@nps.edu)

CIVIL-MILITARY RESPONSES TO TERRORISM: MARITIME SECURITY

(MASL #P309044)

The Center for Civil-Military Relations (CCMR) offers a custom–designed Combating Terrorism Fellowship Program (CTFP) and Expanded International Military Education and Training (IMET) program entitled “Civil- Military Responses to Terrorism: Maritime Terrorism” exportable on demand to all IMET and CTFP recipient countries. The intended audience is mid-to senior level civilian officials (typically from Ministries of Defense, Interior, Justice, or Foreign Affairs) and military officers (O-5/O-6). This program is not about how the United States fights terrorism; rather it is designed to assist participating officials make better decisions about how their own governments fight terrorism.

The key objectives of the course are to provide instruction, discussion, case studies, and classroom exercises (if desired) to:

1. Evaluate and prioritize all maritime transnational threats to participating nations.
2. Distinguish maritime terrorism from piracy and examine ways to deal with both phenomena.
3. Define ‘Maritime Domain Awareness’ and the capacity of participating nations to deliver ‘Maritime Governance.’

Curriculum Descriptions (Continued)

4. Discuss the impact of 'Illegal Maritime Trafficking' on Maritime Governance and Security.
5. Examine the issues relevant to port security.
6. Introduce a methodology for developing strategies to counter maritime terrorism and piracy.
7. Examine the mutually supportive roles of civil authority, military responses, and law enforcement agencies, emphasizing the need for interagency coordination.
8. Discuss the dynamics of international cooperation in the fight against maritime threats.
9. Learn the most effective ways governments can prepare for and manage the consequences of terrorist attacks in the maritime domain.

Contact Information: The Primary contact is Mr. Paul Shemella (831-656-3832; pshemell@nps.edu).
Secondary POC is Mr. Matthew King (831-656-3153; mtking@nps.edu)

MARITIME TERRORISM, IN RESIDENCE COURSE

(MASL #P179022)

The Center for Civil-Military Relations (CCMR) offers a custom-designed Expanded International Education and Training (IMET) and Combating Terrorism Fellowship Program (CTFP) course entitled 'Maritime Terrorism.' The course is conducted in Monterey, California for candidates from all IMET and CTFP recipient countries. The intended audience is mid- to senior-level military, civilian (typically from the ministries of Defense, Interior, Justice, or Foreign Affairs), and law enforcement agency members involved in the decision-making process surrounding national and international security issues. For this course, the most appropriate officials will be those having some responsibility for maritime security issues. Ordinarily, participants hold ranks of Lieutenant (O-3) through Rear Admiral and their civilian equivalents, depending on source country arrangements. The key objectives of this course are to provide instruction, discussion, case studies, and classroom exercises to:

1. Evaluate and prioritize all maritime transnational threats to participating nations.
2. Distinguish maritime terrorism from piracy and examine ways to deal with both phenomena.
3. Define 'Maritime Domain Awareness' and the capacity of participating nations to deliver 'Maritime Governance.'
4. Discuss the impact of 'Illegal Maritime Trafficking' on Maritime Governance and Security.
5. Examine the issues relevant to port security.
6. Introduce a methodology for developing strategies to counter maritime terrorism and piracy.
7. Examine the mutually supportive roles of civil authority, military responses, and law enforcement agencies, emphasizing the need for interagency coordination.
8. Discuss the dynamics of international cooperation in the fight against maritime threats.
9. Learn the most effective ways governments can prepare for and manage the consequences of terrorist attacks in the maritime domain.

Contact Information: The Primary contact is Mr. Paul Shemella (831-656-3832; pshemell@nps.edu).
Secondary POC is Mr. Matthew King (831-656-3153; mtking@nps.edu).

CIVIL-MILITARY COOPERATION (CIMIC) AND COMBATING TERRORISM, MET

(MASL #P179021)

CCMR conducts a custom-designed International Military Education and Training (IMET) course entitled "Civil-Military Cooperation (CIMIC) and Combating Terrorism," exportable on demand to all IMET recipient countries. This course is designed specifically for countries that have, or are proposing to develop and furnish, dedicated CIMIC units, or individuals that may support such missions. The intended audience is mid to senior civilian defense and military officers in the ranks of captain to major general and civilian equivalents from the Ministry of Defense involved in the decision-making process to generate forces/agencies to support these operations. The key objectives of the course are to provide instruction in: review existing and emerging international and recipient country CIMIC concepts for support of multinational and interagency anti-terrorism and

Curriculum Descriptions (Continued)

counterinsurgency operations; evaluate recipient country objectives for CIMIC force support of these operations within current multilateral agreements and the recipient country's national security policy and other national political constraints; analyze the recipient country's CIMIC force comparative value-added contributions for such operations, and identify CIMIC operational and tactical core competencies with respect to these missions; establish the framework for a recipient country's CIMIC and related inter-ministerial force and doctrinal development, as well as training and skills development with respect to these missions; draft an implementation plan to build these capabilities, with emphasis on tactics, techniques, and procedures; and conduct an initial review of material and financial resources required for establishing a deployable recipient CIMIC/inter-ministry capacity to support these operations.

Contact Information: Mr. Paul Shemella (831.656.3832; pshemell@nps.edu)

CIVIL-MILITARY RESPONSES TO TERRORISM: MEDIA DYNAMICS AND PUBLIC AFFAIRS, MET

(MASL #P309226)

CCMR offers a custom-designed Combating Terrorism Fellowship Program (CTFP) and Expanded International Military Education and Training (IMET) program entitled "Civil- Military Responses to Terrorism: Media Dynamics and Public Affairs" exportable on demand to all IMET and CTFP recipient countries. The intended audience is mid- to senior-level civilian officials (typically from Ministries of Defense, Interior, Justice, or Foreign Affairs) and military officers (O-5/O-6). This program is not about how the United States fights terrorism; rather it is designed to assist participating officials make better decisions about how their own governments fight terrorism.

The key objectives of the course are to provide instruction, discussion, case studies, and classroom exercises (if desired) to:

- 1) Thoroughly understand the central role of the contemporary Media in both Terrorism and government efforts to combat it.
- 2) Integrate Public Affairs methods into all Combating Terrorism strategies.
- 3) Discuss the role of Public Diplomacy in defeating Terrorism.
- 4) Identify and examine the most effective messages and their audiences for government information campaigns.
- 5) Conduct a practical exercise on government media operations

Contact Information: The Primary contact is Mr. Paul Shemella (831-656-3832; pshemell@nps.edu). Secondary POC is Mr. Matthew King (831-656-3153; mtking@nps.edu).

CIVIL-MILITARY RESPONSES TO TERRORISM: BORDER SECURITY, MET

(MASL #P309227)

CCMR offers a custom-designed Combating Terrorism Fellowship Program (CTFP) and Expanded International Military Education and Training (IMET) program entitled "Civil- Military Responses to Terrorism: Border Security", exportable on demand to all IMET and CTFP recipient countries. The intended audience is mid-to senior level civilian officials (typically from Ministries of Defense, Interior, Justice, or Foreign Affairs) and military officers (O-5/O-6). This program is not about how the United States fights terrorism; rather it is designed to assist participating officials make better decisions about how their own governments fight terrorism. CCMR has conducted Border Security seminars in several regions and has wide expertise in this area.

The key objectives of the course are to provide instruction, discussion, case studies, and classroom exercises (if desired) to:

- 1) Thoroughly understand border security challenges as one of the most important components of Combating Terrorism strategy.
- 2) Apply conceptual understanding to national and regional border issues.

Curriculum Descriptions (Continued)

- 3) Identify institutions with border security responsibilities, including maritime institutions, matching them with Combating Terrorism roles.
- 4) Discuss interagency and regional approaches to border security. Using a workshop format, identify collective measures regional governments can implement for successful border security.
- 5) Identify Measures of Effectiveness in managing border security.
- 6) Discuss how governments can build capacity in their border security institutions

Contact Information

The Primary contact is Mr. Paul Shemella (831-656-3832; pshemell@nps.edu).
Secondary POC is Mr. Matthew King (831-656-3153; mtking@nps.edu)

CYBER TERRORISM AND INFORMATION WARFARE, MET

(MASL # P309228)

CCMR offers a custom-designed Combating Terrorism Fellowship Program (CTFP) and Expanded International Military Education and Training (IMET) program entitled "Cyber Terrorism and Information Warfare" exportable on demand to all IMET and CTFP recipient countries. The intended audience is mid- to senior-level civilian officials (typically from Ministries of Defense, Interior, Justice, or Foreign Affairs) and military officers (O-5/O-6). This program is not about how the United States fights terrorism; rather it is designed to assist participating officials make better decisions about how their own governments fight terrorism.

Cyber Warfare and Information Warfare encompass a broad domain within the field of 'Information Operations' and need to be studied holistically. The key objectives of the course are to provide instruction, discussion, case studies, and classroom exercises (if desired) to:

- 1) Provide a knowledge advantage at the strategic-operational seam where Cyber Warfare and Information Warfare concepts can be turned into operational and organizational action.
- 2) Integrate Cyber Terrorism threats into a broader understanding of contemporary transnational challenges.
- 3) Investigate how governments can counter Cyber threats using civilian and military tools such as Information Warfare.
- 4) Bring together regional partners to discuss Cyber Warfare and Information Warfare lessons-learned and best practices.

Contact Information: The Primary contact is Mr. Paul Shemella (831-656-3832; pshemell@nps.edu).
Secondary POC is Mr. Matthew King (831-656-3153; mtking@nps.edu)

CT ASSESSMENT

(MASL #P319027)

CCMR offers a one-week comprehensive assessment of a government's sustained capacity to prevent terrorism, and to deal with terrorist activity it cannot prevent. The CCMR assessment framework is divided into four functional areas: strategy, institutional preparation, intelligence, and emergency management. Assessments – which are characterized as 'surveys' to the host government - can be requested for any combination of these functional areas, or for all of them.

The key objectives of the assessment are:

- Determine whether the government has a comprehensive and well-coordinated national-level strategy against terrorism.
- Examine the requirements for institutional-level capacity to support the political strategy through operational strategies and plans.

Curriculum Descriptions (Continued)

- Find out how the host government prepares 'CT Professionals' for both staff and field duties.
- Understand what infrastructure is needed to support operations against terrorism.
- Examine intelligence structures and processes in terms of their adequacy to support successful policy and operational decisions.
- Discuss the method by which the host government decides which potential terrorist targets require the most security resources, and recommend some ways of improving the process.
- Determine whether existing emergency management infrastructure and capabilities can be utilized effectively to manage the consequences of terrorist attacks.

Contact Information: The Primary contact is Mr. Paul Shemella (831-656-3832; pshemell@nps.edu).
Secondary POC is Mr. Matthew King (831-656-3153; mtking@nps.edu).

POLICY MAKERS AND THEIR POTENTIAL CONTRIBUTION TO INTELLIGENCE REFORM IN A DEMOCRACY, IN RESIDENCE COURSE

(MASL # P170009)

CCMR Expanded International Military Education and Training (EIMET) approved seminar entitled "Policy Makers and Their Potential Contribution to Intelligence Reform in a Democracy" is a two week course conducted at the Naval Postgraduate School (NPS) once a year, in April. The course aims to assist countries consolidate their democracies from the perspective of institutionalizing democratic intelligence systems (i.e. that are both transparent and effective), with particular focus on the role and contribution of policymakers to reform. In all democratic systems, intelligence reform is a "Gordian Knot" that incessantly tests policy makers: the onus is on them to develop and maintain intelligence systems that protect democracy (and are democratically accountable), while, at the same time, maintaining secrecy.

The key objectives of this course are to:

1. Provide participants with an understanding of the relevance of Intelligence Reform in a democracy
2. Provide participants with insights on why it is important that policy makers become involved in intelligence reform in a democracy (including discussion on the advantages versus negative outcomes in case they do or not engage in intelligence reform)
3. Familiarize participants with intelligence reform requirements, challenges, and opportunities; and
4. If required/needed, assist participants in developing an action plan for intelligence reform in their own countries.

Participants: The seminar is designed for international civilian decision makers from all government branches (executive, legislative, judiciary), and military/intelligence officers in the ranks of major to general, as well as civil society representatives (NGOs, think tanks, academia, media).

Contact Information: The Primary Contact is Dr. Thomas C. Bruneau (831-656-1037; tbruneau@nps.edu);
Secondary Contact is Ms. Cristiana Matei (831-656-2366; cmatei@nps.edu).

POLICY MAKERS AND THEIR POTENTIAL CONTRIBUTION TO INTELLIGENCE REFORM IN A DEMOCRACY, MET

(MASL # P309287)

CCMR Expanded International Military Education and Training (EIMET) approved seminar entitled "Policy Makers and Their Potential Contribution to Intelligence Reform in a Democracy" is conducted by a Mobile Education Team (MET). The course aims to assist countries consolidate their democracies from the perspective of institutionalizing democratic intelligence systems (i.e. that are both transparent and effective), with particular focus on the role and contribution of policymakers to reform. In all democratic systems, intelligence reform is a "Gordian Knot" that incessantly tests policy makers: the onus is on them to develop and maintain intelligence systems that protect democracy (and are democratically accountable), while, at the same time, maintaining secrecy.

Curriculum Descriptions (Continued)

The key objectives of this course are to:

1. Provide participants with an understanding of the relevance of Intelligence Reform in a democracy
2. Provide participants with insights on why it is important that policy makers to become involved in intelligence reform in a democracy (including discussion on the advantages versus negative outcomes in case they do or not engage in intelligence reform)
3. Familiarize participants with intelligence reform requirements, challenges, and opportunities; and
4. If required/needed, assist participants in developing an action plan for intelligence reform in their own countries.

Participants: The seminar is designed for international civilian decision makers from all government branches (executive, legislative, judiciary), and military/intelligence officers in the ranks of major to general, as well as civil society representatives (NGOs, think tanks, academia, media)

Contact Information: The Primary Contact is Dr. Thomas C. Bruneau (831-656-1037; tbruneau@nps.edu); Secondary Contact is Ms. Cristiana Matei (831-656-2366; cmatei@nps.edu).

INTERNATIONAL HOMELAND DEFENSE, MET

(MASL # P309158)

CCMR) offers a custom designed Expanded International Education and Training (IMET) and Combating Terrorism Fellowship Program (CTFP) course entitled "International Homeland Defense" that can be exported on demand to all IMET and CTFP recipient countries. The intended audience is mid- to senior-level, military, civilian (typically from the ministries of Defense, Interior, Justice, or Foreign Affairs), and law enforcement agency members involved in the decision making process surrounding national and international security issues. Ordinarily, participants hold ranks equivalent to that of captain (O-3) through major general, depending on source country arrangements.

The key objectives of this course are to provide instruction and technical assistance to:

- 1) Understand "Homeland Defense" as a component of the broader concept of "Homeland Security".
- 2) Identify and prioritize risks from all transnational security threats.
- 3) Implement effective interagency planning and cooperation strategies.
- 4) Understand the mutually supportive roles of civil authority, military responses, and law enforcement agencies.
- 5) Integrate homeland defense into broad civil-military strategies against terrorism.
- 6) Identify measures of effectiveness for achieving political objectives in defending citizens and infrastructure.
- 7) Examine the intelligence requirements for successful Homeland Defense policies and strategies

Participants: The LDESP program serves the education needs of the Brigade Staffs and subordinate unit leaders of both reserve and active component. It is also oriented for members of the International Community and Multinational military members who are or will be working collectively within the same operational environment.

Contact Information: The primary contact is: Mr. Paul Shemella: (831) 656-3832 or pshemell@nps.edu
The secondary contact is: Mr. Matthew King: (831) 656-3153 or mtking@nps.edu

EXPLORING THE DDR-SSR NEXUS, IN RESIDENCE COURSE

(MASL # P170003)

The Center for Civil-Military Relations through its affiliate organization, the Center for Stabilization and Reconstruction Studies (CSRS) offers a three and one half day seminar entitled "Exploring the DDR-SSR Nexus" at a local conference venue in Monterey, California, USA. While practitioners and policy makers have often tackled the challenges associated with the Disarmament, Demobilization and Reintegration (DDR) of ex-combatants and a nation's Security Sector Reform (SSR) as separate aspects of post-conflict recovery, it is becoming increasingly clear that coordinating these activities will help achieve success in each area.

Curriculum Descriptions (Continued)

Objectives:

- Explore the major tensions, challenges and overlaps within the DDR-SSR nexus to identify practices that can ensure the success of each effort.
- Review the new Integrated DDR Standards' (IDDRS) policy guidance on the relationship between DDR and SSR.
- Identify the roles that different communities/agencies play in DDR and SSR, and how activities can be coordinated within the UN Inter-Agency Working Group on DDR and among other practitioners for maximum efficiency and effectiveness.
- Expand professional networks among the communities involved in DDR and SSR activities

Participants: Approximately 45 representatives from civilian government agencies, non-governmental organizations, inter-governmental organizations and the armed forces will attend. Participants should be mid-to-senior level with policy-making and/or experience working in the field. Up to six slots are reserved for security assistance funded participants from outside the US. In order to guarantee diversity in the course, no one country may use more than three of these reserved slots.

Contact Information: For enrollment or detailed course information, please visit the CSRS website at <http://www.csrs-nps.org>. High demand for this course is anticipated. Enrollment decisions will be based primarily on appropriateness of the specific applicant. Applications are accepted via the CSRS web site.

The contact is Nick Tomb, ntomb@nps.edu, 831.656.1829

WORKING IN THE SAME SPACE, IN RESIDENCE COURSE

(MASL # P170023)

The Center for Civil-Military Relations through its affiliate organization, the Center for Stabilization and Reconstruction Studies (CSRS) offers a four and a half day seminar entitled "Working in the Same Space" at a local conference venue in Monterey, California, USA. This seminar will emphasize cross-community understanding and communication skills that focus on ways in which government civilian agencies, non-governmental organizations, inter-governmental organizations and the armed forces can work more effectively alongside each other in insecure environments. Objectives:

- Enhance understanding of stabilization and response communities, and build cross-community professional networks (e.g., NGOs, armed forces, government civilian agencies, and the inter-governmental organizations).
- Expand communication, negotiation and collective problem solving skills to help facilitate cooperation and coordination between the various communities involved in stabilization and reconstruction activities.
- Develop the capacity to build trust, identify shared objectives, and promote collaboration.
- Explore emerging concepts and initiatives from the various communities

Participants: Approximately 45 representatives from civilian government agencies, non-governmental organizations, inter-governmental organizations and the armed forces will attend. Participants will be from the United States as well as other countries. Participants should be mid-to-senior level with policy-making and/or experience working in the field. In order to guarantee diversity in the course, no one country may send more than eight individuals. Countries wishing to host a course comprised of participants mostly from a single country should contact the CSRS staff for assistance.

Contact Information: For enrollment or detailed course information, please visit the CSRS website at <https://www.csrs-nps.org>. High demand for this course is anticipated. Enrollment decisions will be based primarily on appropriateness of the specific applicant. Applications are accepted via the CSRS web site.

The contact is Nick Tomb, ntomb@nps.edu, 831-656-1829.

Curriculum Descriptions (Continued)

LEADER DEVELOPMENT AND EDUCATION FOR SUSTAINED PEACE (LDESP)

The Leader Development and Education for Sustained Peace (LDESP) program of CCMR prepares units deploying to Stability Operations, to accomplish the mission in cooperation with Multinational partners, other US Agencies and civil authorities. LDESP is a graduate-level syllabus that is designed to provide participants with an educational foundation which enables leadership to set up a frame of reference in order to launch an understanding of the inherent complex, ambiguous, and rapidly changing environment - a frame of reference which facilitates the ability to understand the second and third order effects of actions. The LDESP program serves as a bridge between the academic world, the military, the world of policy-making and diplomacy and other civilian and NGO organizations. It is part of a crucial dialogue that needs to take place between experts and professionals from various disciplines and/or agencies, in order to meet the stability and reconstruction challenges of the 21st Century.

Contact Information: The Primary Contact is COL (R) Bob Tomasovic (rstomaso@nps.edu).
Secondary POC is COL Ben Hussey (bthussey@nps.edu)

CENTER FOR STABILIZATION AND RECONSTRUCTION STUDIES (CSRS)

The Center for Stabilization and Reconstruction Studies (CSRS) is a new teaching institute located at the Naval Postgraduate School and incubating within CCMR. The purpose of the Center is to provide educational opportunities for the full-spectrum of actors that become involved in stabilization and reconstruction activities. CSRS accomplishes this purpose through a wide variety of practitioner-oriented programs, including games/table top exercises, short courses, workshops, conferences and applied research initiatives. The Center also enriches the regular graduate degree programs at the university such as the multidisciplinary masters degree in stabilization and reconstruction offered through the National Security Affairs Department and other degree programs. Contemporary stability and reconstruction operations are conducted by a wide assortment of international actors that have different purposes, motivations, world views, organizational structures, and methods of operation. This diversity, while necessary given the manifold tasks and functions encompassed in a modern peace or humanitarian operation, makes it extremely difficult to develop and implement a common strategy to stabilize and strengthen the institutions of government and provide for the basic needs of at risk populations. It also makes it difficult to develop the elements of civil society necessary to keep governments responsive to the people, while also fostering conditions for societal healing and forgiveness. CSRS was conceived to address this challenge of coordination and combined action among diverse actors in stability and reconstruction operations.

Contact information: For additional information or to discuss partnership opportunities and ideas, please contact the CSRS staff: Program Director, Matthew Vaccaro, 831.402.0987; Program Coordinator, Nick Tomb, 831.656.1829; or Program Coordinator, John Christiansen, 831.656.1811

Professional Resources

EXECUTIVE TEAM



Mr. Richard Hoffman
Director

Areas of expertise: Civil-Military Relations, and National Security Affairs



CAPT Scott Jasper, USN (Ret)
Deputy Director for Operations, International Defense Transformation Program Manager

Areas of expertise: International Defense Transformation, Global Commons Security



COL (Retired) William J. Martinez
Deputy Director of Programs

COL (Ret.) Martinez is a highly decorated combat veteran, he joined CCMR in 2011 after working with Cubic Defense Applications Group and Raytheon. At Cubic he was instrumental in the development and operation of a Joint Simulation Center conducting exercises with over 40 host nations.

REGIONAL PROGRAMS



Dr. Thomas Bruneau
Latin America Program Manager

Areas of expertise: Latin American and Iberian Security; Civil-Military Relations and Democratic Consolidation Politics in Portugal; Democratic Control of Intelligence Organizations

Colonel (Ret.) Lance E. Hylander
Asia-Pacific Program Manager

Colonel (Ret.) Lance E. Hylander served 33 years in the US Army in both active and reserve status. Since military retirement, Mr. Hylander has served as joint training transformation specialist and program manager with Camber Corporation in support of the National Guard. Colonel (Ret.)

Captain (Ret.) Mark Huber
Middle East & Central Asia Program Manager

Navy Captain (Ret.) Mark Huber works full-time in Tampa, Florida, to provide optimum support to US Central Command's security cooperation professionals. He joined CCMR after serving for four years as Associate Dean of the School of International Graduate Studies at the Naval Postgraduate School



Mr. E. M. Mensch II, Colonel, U.S. Army Retired
Africa Programs

Areas of expertise: Multinational Operations; Civil-Military Relations; Policy Development; International Liaison; Negotiations; Political Affairs; Crisis Management



COL (Ret) Robert Tomasovic
Program Director, Leadership Development Education for Sustained Peace Program

COL Tomasovic has conducted seminars in Southeast Europe, Central Asia, the Middle East and Africa for civilian and military audiences developing capacity in emerging State Ministries of Defense and General Staffs and multinational partners for strategic General Officer development and participation in Peace Support Operations



Dr. Thomas-Durell Young
Europe Program Manager

Areas of expertise: Defense planning; Defense management; Defense institution building; Analysis of organizational effectiveness

Professional Resources

FUNCTIONAL PROGRAMS

Colonel (Retired) Joseph E. Andrade
CCMR Exercises Program Manager

Colonel (Retired) Joseph E. Andrade, US Army, retired in 2002 after a 33 year career as an NCO and officer in infantry and special forces. His last assignment on active duty was the SOF Chair at NPS. He was the Executive Officer to the Dean, School of International Graduate Studies, NPS, from 2003-2007.

Mr. Timothy Byrne
Global Peace Operations Initiative Program Manager

Lieutenant Colonel (Ret) Byrne provides faculty oversight in the area of simulation and gaming for peace support operations. LTC (Ret.) Byrne oversees the training of peacekeeping instructor cadres, Staff Officers, Military Observers and UN Civil-Military Coordination (UN-CIMC) Officers in more than 30 countries.



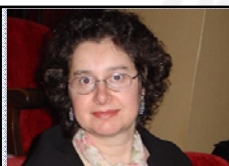
Mr. John F. Feeley, JR.
Warsaw Initiative Funds Defense Institution Building Program Manager

Areas of expertise: Defense Institution Building (DIB), Interagency Process, NATO, War and Peace in the Modern World, National Security Strategy



Dr. Jeanne Giraldo
Defense Institution Reform Initiative Program Manager

Areas of expertise: Defense Institution Building; Civil-Military Relations; Transnational Security Threats



Dr. Cristiana Matei
Intelligence and Democracy Program Manager and CMR Lecturer

Areas of expertise: Civil-Military Relations and Democratic Consolidation, National Security Affairs
Democratic Reform of Intelligence

CAPT Paul Shemella USN, (Ret)
Combating Terrorism Fellowship Program Manager

Areas of expertise: Terrorism; Civil-Military Relations; National Security Decision-Making; Strategy Development; Capacity Building; Special Operations



Mr. Matthew Vaccaro
Center for Stabilization and Reconstruction Studies Program Director

Areas of expertise: Stabilization and Reconstruction; Capacity Building; Humanitarian Relief; Multi-agency / Multi-national Process; Humanitarian Intervention; Educational Design



Dr. Elizabeth Wright
International Defense Acquisition Resource Management Program Manager

Areas of expertise: Acquisition; Procurement/Contracting; Transparency in Public Procurement

The Center for Disaster and Humanitarian Assistance Medicine (CDHAM) was chartered in 1999 at the Uniformed Services University of the Health Sciences through Congressional funding to serve as an academic resource to the Department of Defense in areas of Humanitarian Assistance and Disaster Response medicine. In addition to education and research, CDHAM provides intellectual capital for consultation throughout the DoD and Federal Government.

CDHAM has built relationships and networks with a variety of partners, including Combatant Commands; DoD agencies such as the Defense Language and National Security Education Office (DLNSEO), the Armed Forces Health Surveillance Center (AFHSC) and the Defense Threat Reduction Agency (DTRA); the Interagency Community, including the US Agency for International Development (USAID) and the Department of Health and Human Services; and civilian academic institutions. Since our inception, CDHAM has been involved in exploiting technology to optimize mission effectiveness.

Vision

To contribute to National Security by achieving Regional and Global Stability through Health Care Diplomacy.

- As part of the Department of Defense, our raison d'être is national security.
- Events since the end of the Cold War, especially in Iraq and Afghanistan, have made it clear that we cannot have security at home as long as there is global instability.

- CDHAM contributes to national security by using healthcare as a diplomatic bridge to stabilize regions and, subsequently, the globe.

Mission

To provide support to Department of Defense agencies through education & training, consultation, direct support and scholarly activities, regarding the role of health care in response to disasters and in humanitarian assistance missions.

- Through educational programs, CDHAM advances the understanding and delivery of health care by DoD in response to disasters and through humanitarian assistance missions.
- With access to Subject Matter Experts throughout the Uniformed Services University, CDHAM provides consultation and direct support to Combatant Commands and other DoD agencies regarding all medical specialties.
- CDHAM conducts research and contributes scholarly publications in areas such as determining appropriate delivery platforms and Measures of Effectiveness, providing answers to guide DoD policy.

Guiding Principles:

CDHAM executes global health engagements following these Guiding Principles:

- Effective relationships are built on trust, which must be gained over time.
- Health engagements should always be aligned with strategic objectives.
- Improved Host Nation population health is a primary goal.
- Host Nation participation and visibility in a leadership role is critical.
- *Sustainable* capacity building should always be a goal, and requires sustained engagement.



The Center for Disaster and Humanitarian Assistance Medicine (CDHAM) is an academic center at the Uniformed Services University of the Health Sciences. Major focus areas include Education & Training, Scholarly Activities, Consultation and Direct Support to the Department of Defense.

Dr. Charles W. Beadling
Director

<http://www.cdham.org>

USUHS/CDHAM
4301 Jones Bridge Road
Bethesda, MD 20814 6

Office: 301-294-1460
Facsimile: 301-881-3194
Email: info@cdham.org

Curriculum Descriptions

PROGRAM

DEFENSE MEDICAL LANGUAGE INITIATIVE

The DMLI is funded by the National Language and Security Education Office to address health-specific language and cross-cultural competencies needed across the spectrum of health engagements, from direct health care delivery to health system development. Objectives for the DMLI include determining required language and cross-cultural competencies required by health personnel, developing curricula to meet those requirements and executing pilot training programs.

Initial curricula are targeted at health engagements to Arabic-speaking countries and Afghanistan, including programs in Pashtu and Dari. From these pilot programs a generic health-specific language and culture curriculum will be developed.

DMLI has produced some significant research data regarding needed health-specific language and cross-cultural communication competencies. This has been explored from both the U.S. military perspective as well as the Host Nation perspective. The products from this initiative will be available to any USG agency involved in health-sector development and humanitarian assistance.

PANDEMIC RESPONSE PROGRAM (PRP)

In partnership with US Africa Command, PRP will strengthen African partner nations' military capacity to respond to pandemic influenza (PI) in the context of a larger national pandemic response plan. The militaries in many countries are expected to play a key role in collaboration with other governmental, non-governmental and international organizations in maintaining security, providing logistical support for food, medicine and other commodities, maintaining communications, and providing augmented medical care. In addition, the program will have a regional focus to help improve the capacity for regional stability in the event of a complex emergency such as a pandemic event. The PRP intends to provide training and technical assistance as well as identify and/or purchase limited equipment needed for selected countries.

At the end of the program, the following should be in place in countries chosen for support: 1) senior and mid-level military leaders trained in pandemic preparedness; 2) detailed pandemic disaster contingency plans of action for selected militaries, within the context of, and in support of, their countries' response programs as well as associated security institutions, that support the national preparedness and response programs; 3) evidence that the plans have been tested and are functional; and 4) legal, policy and procedural reform measures taken, so that a cohesive disaster response can take place in selected countries.

DISASTER PLANNING AND PREPAREDNESS PROGRAM (DP3)

The DP3 programmatic goals are to enhance the capacity of African nations to mitigate, prepare for and respond to disasters and to develop sustainable long-term relationships on the continent that enhance African capacity to tackle their own challenges. This will be accomplished by working with partner nations and agencies to:

- Improve institutional capacity at the national and regional levels to mitigate, prepare for, and respond to disasters.
- Support the adoption and implementation of appropriate policies, legal fundamentals and frameworks related to disaster preparedness and response at the national and regional levels.
- Improve communication, coordination of efforts, and networking at the regional and national levels.
- Support civilian-military integration efforts related to the use of military forces and assets in disaster response.
- Support the implementation of new technologies and the adoption of best practices.

Curriculum Descriptions (Continued)

COOPERATIVE BIOLOGICAL ENGAGEMENT PROGRAM (CBEP)

In partnership with the Defense Threat Reduction Agency, the Cooperative Biological Engagement Program (CBEP) represents an element of a selected international suite of activities. First, CBEP consolidates and secures collections of especially dangerous pathogens (EDPs) that might serve as the source for biological weapons. Second, CBEP provides laboratory safety enhancements and training to prevent accidental release of EDPs. Third, CBEP strengthens partner countries' detection, diagnostic, and reporting systems with training, technology upgrades, and improvements to laboratory detection networks. Finally, CBEP promotes collaborative research projects to increase capacity to understand and recognize the most dangerous pathogens.

CBEP is designed to strengthen a designated partner nation's capacity to detect, diagnose, and report EDPs whether naturally occurring or man-made/man-introduced, and whether the scenario is endemic, epidemic, pandemic, or bio-terror in nature. CBEP promotes biological safety and security (BS&S) in relation to EDPs, initiates scientific research relationships with appropriate counterparts, and builds collaborative relationships and partnerships to design and implement sustainable development programs.

The desired end-state of CBEP engagement is:

1. A partner nation/region capable of complying with the World Health Organization's (WHO) International Health Regulations (IHR (2005)) as well as the World Organization for Animal Health's (OIE) reporting guidelines.
2. All EDPs and associated research in a partner nation/region consolidated into a minimal number of safe and secure facilities that support transparent practices and/or research.
3. A disease surveillance, detection, diagnosis, and reporting system that is safe, secure, and sustainable in each partner nation/region.

One significant scholarly product is the Requirements Validation Process (RVP). After careful review of the CBEP desired end state goals and objectives, CDHAM developed the RVP as a standardized process to augment CBEP's methods of scientific engagement with partner nations. CDHAM's RVP serves to establish a backdrop of the partner nation's structure and capacity with respect to CBEP-related functions and provide a roadmap for sustained engagement activities.



Curriculum Descriptions (Continued)

MEDICAL STABILITY OPERATIONS CURRICULUM DEVELOPMENT

CDHAM has been active in the evolution of medical support to military stability operations since 2004. As a leader of the Education and Training Working Committee of the Civil Military Medicine Working Group, which became the Medical Stability Operations Working Group, CDHAM helped develop the MSO education and training strategy to prepare each MHS member for their role in MSO. As part of this effort, CDHAM initiated a curriculum development program to identify education and training requirements for MHS support of health sector development.

EDUCATION AND TRAINING

MEDICAL STABILITY OPERATIONS COURSE (MSOC)

The Center for Disaster and Humanitarian Assistance Medicine (CDHAM) in collaboration with Defense Medical Readiness Training Institute (DMRTI) currently conducts the Medical Stability Operations Course (MSOC), a three day course that introduces MHS personnel to the dynamic requirements of supporting stability operations; providing familiarization with the complexity of military medical diplomacy within the context of the U.S. strategy and international relations.

MILITARY MEDICAL HUMANITARIAN ASSISTANCE COURSE (MMHAC)

MMHAC was created with the explicit goal of providing training for military primary care providers in preparing for and executing appropriate medical care to civilian populations in the austere health emergency setting. The content of this two-day course focuses on understanding the unique health environment, and recognizing and managing those conditions consistently associated with high mortality among the most vulnerable populations (primarily children) in these settings: diarrhea and dehydration, malnutrition, epidemic measles, malaria, and respiratory infections. Course scenarios focus on the role that US military medical assets would likely play as early responders to a humanitarian emergency with limited medical resources.

GLOBAL HEALTH STRATEGIES FOR STABILITY (GHSS) COURSE

In collaboration with Johns Hopkins Bloomberg School of Public Health and the Defense Medical Readiness Training Institute, CDHAM has also initiated a four-week, Global Health Strategies for Stability (GHSS) course. The course uses a competency-based approach to enhance the MHS capability to develop doctrinally sound, operationally integrated medical support of civilian-military medical operations. The course emphasizes the skills and knowledge necessary to identify causes of health sector instability in low and middle income countries; design, develop, implement culturally appropriate, sustainable interventions; and evaluate the appropriateness of the solution in terms of strategic goals.

The intent is that this course will serve as the core curriculum for a family of courses that will address capability and knowledge necessary for MHS support to civilian-military medical operations. Additional areas of knowledge will include courses related to civilian-military disaster management and monitoring and evaluation of global health engagements.

ONLINE PREPAREDNESS EDUCATION PROGRAM (OPEP)

The Online Preparedness Education Program (OPEP) is designed to provide health-care professionals with current health and medical information about topics related to weapons of mass destruction. The program, which is part of a USUHS WMD Collaborative Medical Readiness Training Initiative, encompasses three tiers of engagement.

The first, known as the field guide, contains the basic information needed to manage casualties generated by a specific agent or threat. The second is a comprehensive peer-reviewed reference section that can be used to obtain detailed information about a particular subject. Both are available without registration.

The third tier, which does require registration, is a scenario-based, interactive program that follows a hypothetical health-care provider as he or she responds to a mass casualty incident. Embedded within the storyline are a series of lessons, discussions, and information sessions that address the public health, medical, and emergency management issues related to a particular topic. Login is required each time a user wishes to participate in the program. Continuing education credits will be provided when the related material is successfully completed. OPEP is accredited for a maximum of 26 AMA PRA Category 1 credits or 26 CNE contact hours.

Mission

Conduct educational activities for civilians and the military in the Western Hemisphere to foster trust, mutual understanding, regional cooperation, and partner capacity.

To support the Center's mission, CHDS facilitates engagement in the Western Hemisphere by:

- Enhancing regional security through the creation of collaborative communities of interest among military and civilian officials from states of the Western Hemisphere and examining fundamental causes of relevant security challenges and the most effective means to counter them;
- Strengthening sustainable institutional capacity at the national and transnational level to enhance national, regional and international security consistent with the norms of democratic governance and civil-military relations;
- Fostering defense support to civil authorities in dealing with disasters in a manner consistent with each country's legal, historical and cultural norms and the proper role of the military in democratic societies; and
- Promoting critical thinking on global security issues, as related to the Western Hemisphere.

History

The Center for Hemispheric Defense Studies (CHDS) is a product of the Defense Ministerial of the Americas (DMA) process that began in Williamsburg, Virginia, in 1995. Latin American civilian and military defense officials expressed deep concerns over the relative lack of civilians prepared to deal knowledgeably with defense and military issues in their countries. In response, US Secretary of Defense William Perry proposed creating a regional center to address this problem during the second Defense Ministerial held at Bariloche, Argentina, in 1996. Secretary Perry envisioned an educational center tailored to the unique requirements of the Western Hemisphere where many countries wished to strengthen civilian defense and security leadership in revitalized democracies.

Between 1996 and September 1997, preparatory work for what became CHDS was conducted by a team from the US Department of Defense and the National Defense University which included consultation with regional stakeholders such as the defense ministries and civilian academics. CHDS was activated and opened its doors on 17 September 1997. The following day it hosted a two-day Hemispheric Conference on Education and Defense. Its first Director and two faculty members officially reported for duty in December and CHDS conducted its first three-week course, the Defense Planning and Resource Management Course, in March 1998. That year the Center also began a program of in-region seminars, the first of which was held in Bolivia.

As the Center's impact grew, at DMA V, held in Santiago, Chile in 2003, CHDS was officially recognized for its contribution to matters of Hemispheric Defense and Security. In March 2004, Dr. Richard Downie became the new Director of CHDS, and immediately undertook a strategic reassessment of the Center in consultation with his faculty, staff, and U.S. and regional stakeholders. In recent years CHDS has added new programs, particularly for its alumni. Advanced courses were introduced in 2007, and specialty courses began in late 2011.

During DMA IX, held in Santa Cruz, Bolivia in 2010, renewed focus on CHDS' recognized leadership resulted in Secretary of Defense Robert Gates promising two CHDS scholarships to each Minister of Defense for future CHDS courses. CHDS is building on its past success as it approaches its 15th Anniversary.



There is an old saying that "winning is a group effort." Proof of that statement includes the synergies created by continuing relationships the Center has made during this past year with partner institutions, colleagues, and friends from around the Americas.

Richard D. Downie, Ph.D.
Director, CHDS

The Center for Hemispheric Defense Studies (CHDS) is the preeminent academic institution for teaching, research, and outreach on defense and security issues affecting the Americas.

Center for Hemispheric Defense Studies

www.ndu.edu/chds

National Defense University
Abraham Lincoln Hall
260 5th Ave. Bldg. 64
Washington, DC 20319-5066

Main Phone: 202-685-4670
Main Fax: 202-685-4674
DSN Main: 325-4670
DSN Fax: 325-4674

Curriculum Descriptions

The Academic Programs at CHDS are designed around a series of courses, seminars, conferences, workshops, and research. These are distributed within three activity levels – Basic/Foundational Activities, Advanced/Sustainment Activities, and Senior Executive/Strategic Interactions.

In general, CHDS allocates slots/billets/seats to US Country Teams for up to 50% of an event's participants, and CHDS selects the other 50% based on self-nominated candidates. The desired mix of participants for most events is 75% civilian (including police), and 25% military/defense force. Government civilians are generally equivalent to GS 13-15, while military participants are generally in the rank of O5-O6 (LTC-COL) for courses/programs other than the Senior Executive/Strategic Interaction activities.

BASIC/FOUNDATIONAL LEVEL COURSES

STRATEGY AND DEFENSE POLICY COURSE (SDP)

March 4-22, 2013 Language – Spanish MASL SCH0001

This is a six-week course, with a three on-line phase and three-week resident phase. The on-line learning system Blackboard and e-mail will be used during the on-line phase. It is expected that participants interact with their classmates and professors in asynchronous as well as synchronous sessions. Participants are required to read an average of 80 pages per week. In the resident phase the course is conducted in a combination of individual study, discussions of the literature, conferences and panels, case study and exercises, plus it is expected that the students read an average of 60 pages per day. At the end of the course each participant will receive an individual evaluation, with grade.

CARIBBEAN DEFENSE AND SECURITY COURSE (CDSC)

Jul 16-27, 2012 Language – English MASL SCH0003

This a five-week survey course, with a three-week on-line phase (June 18 – July 6) and two-week resident phase (July 16-27). The on-line learning system Blackboard and e-mail will be used during the on-line phase, during which it is expected that participants interact with their classmates and professors in asynchronous as well as synchronous sessions. Participants are required to read an average of 80 pages per week. In the resident phase the course is conducted in a combination of individual study, discussions of the literature, conferences and panels, case study and exercises. It is expected that students read an average of 60 pages per day. At the end of the course each participant will receive an individual evaluation, with grade.

ADVANCED COURSES

Advanced Courses are primarily designed to enhance the educational experience of CHDS alumni (graduates of foundational courses and other courses) and attract new Fellows with broader experience. These include specialty courses, advanced courses, workshops, seminars and research opportunities. In addition to the courses listed, CHDS conducts topic-specific in-region seminars and workshops, with audiences selected by the Country Teams at the US Embassy, in conjunction with CHDS Alumni Associations, and/or through self-nomination.

CIVIL-POLITICAL-MILITARY RELATIONS AND DEMOCRATIC LEADERSHIP COURSE (ACPMR)

October 15 - November 2, 2012 Language – Spanish MASL SCH0007

This is a 14-week course, with a three-week on-line phase, three-week resident phase, and an 8-week research and writing phase. The on-line learning system Blackboard and e-mail will be used during the on-line phase, during which it is expected that participants interact with their classmates.

Curriculum Descriptions (Continued)

and professors in asynchronous as well as synchronous sessions. Participants are required to read an average of 80 pages per week. In the resident phase the course is conducted in a combination of individual study, discussions of the literature, conferences and panels, case study and exercises. It is expected that students read an average of 60 pages per day. After the in-residence phase, students will have eight weeks to complete their research and conclude the paper. During this phase, they may receive on-line generic orientation and advice regarding the paper but should not expect reviews, editing, or proof-readings.

At the end of the course each participant will receive an individual evaluation, with grade. Those seeking a transcript from the National Defense University (NDU) will receive additional guidance to meet NDU requirements.

GOVERNANCE, GOVERNABILITY AND SECURITY IN THE AMERICAS: RESPONSES TO TRANSNATIONAL CRIMINAL ORGANIZATIONS (GGSA)

October 15 - November 2, 2012

Language – English MASL SCH0011

This is a 14-week course, with a three-week on-line phase, three-week resident phase, and an 8-week research and writing phase. The on-line learning system Blackboard and e-mail will be used during the on-line phase, during which it is expected that participants interact with their classmates and professors in asynchronous as well as synchronous sessions. Participants are required to read an average of 80 pages per week. In the resident phase the course is conducted in a combination of individual study, discussions of the literature, conferences and panels, case study and exercises. It is expected that students read an average of 60 pages per day. After the in-residence phase, students will have eight weeks to complete their research and conclude the paper. During this phase, they may receive on-line generic orientation and advice regarding the paper but should not expect reviews, editing, or proof-readings.

At the end of the course each participant will receive an individual evaluation, with grade. Those seeking a transcript from the National Defense University (NDU) will receive additional guidance to meet NDU requirements .

STRATEGY AND INTERNATIONAL SECURITY (SIS)

October 15 - November 2, 2012

Language – English MASL SCH0014

This is a 14-week course, with a three-week on-line phase, three-week resident phase, and an 8-week research and writing phase. The on-line learning system Blackboard and e-mail will be used during the on-line phase, during which it is expected that participants interact with their classmates and professors in asynchronous as well as synchronous sessions. Participants are required to read an average of 80 pages per week. In the resident phase the course is conducted in a combination of individual study, discussions of the literature, conferences and panels, case study and exercises. It is expected that students read an average of 60 pages per day. After the in-residence phase, students will have eight weeks to complete their research and conclude the paper. During this phase, they may receive on-line generic orientation and advice regarding the paper but should not expect reviews, editing, or proof-readings.

At the end of the course each participant will receive an individual evaluation, with grade. Those seeking a transcript from the National Defense University (NDU) will receive additional guidance to meet NDU requirements .

Curriculum Descriptions (Continued)

TERRORISM AND COUNTERINSURGENCY (TCI)

September 5-21, 2012

Language – Spanish

MASL SCH0010

The course is taught in Spanish - The purpose of this course is to enhance participants' understanding and ability to analyze conflicts dominated by insurgency and terrorism. The students will be able to evaluate and analyze the nature of the threat as well as the merit of comparative policy response options to confront these phenomena in a democratic context on the basis of reestablishing political stability, strengthening national security, and protecting the rule of law.

The students will study the reasons for the emergence of insurgency and terrorism, the comparative political and theoretical approaches to insurgent strategy, mobilization, operations and organization as well as the comparative countermeasures in each one of the relevant areas.

This is done through an initial period of intense discussion and exposure to the current literature on the evolution of insurgent and counter-insurgent thought and approaches. This discussion is enhanced and illustrated by the presentation of historical and current case studies demonstrating national, regional, transnational and global challenges of insurgency and terrorism such as the FMLN, FARC, ELN, Al Qaeda, Hezbollah, IRA, ETA and others.

Participants will assess problems, validate arguments, and explore policy options and implications through group study, seminars, and individual research. The program provides the opportunity for participants from different countries to share ideas and carry out cooperative study and professional initiatives. The course is composed of a distance phase, a residency phase in Washington, D.C., and a final research paper.

COMBATING TRANSNATIONAL ORGANIZED CRIME AND ILLICIT NETWORKS IN THE AMERICAS (CTOC)

September 10-21, 2012

Language – Spanish

MASL SCH0013

This is a six-week specialized course, with a four-week on-line phase and a two-week in-residence phase. The course is taught in Spanish, with graduate-level English reading skills required for course material. The principal objective of this course is to deepen the participants' understanding and analysis of transnational criminal organizations (TCOs) and the defense and security threats they pose to the Americas through their illicit activities. These activities include drug trafficking, money laundering, arms trafficking, human smuggling, counterfeiting, and cyber crimes. Each of these modalities is analyzed through specific country case studies, including Colombia, Mexico, and the Tri-border region of South America. The course concludes with an evaluation of government strategies and policies and interagency cooperation that address the threat of TCOs and illicit networks in the Americas at the national, regional, and international levels.

The course is designed to provide an educational opportunity for strategic thinking about strategies, mechanisms and processes that can evaluate and address the threats posed by TCOs for civilian and military government officials, as well as other professionals from academia, journalism, and non-government organizations directly involved with issues of national security and defense, law enforcement, and illicit trafficking.

The structure of the curriculum permits students to share experiences, to grasp the defense and security challenges posed by transnational criminal organizations and illicit networks from national, regional, and global perspectives.

PERSPECTIVES ON HOMELAND SECURITY AND DEFENSE (PHSD)

2012 to 2013 Language – Spanish MASL SCH0008

This is an 8-week course, with a three-week on-line phase and two-week resident phase, conducted in CHDS premises in Washington DC. and in USNORTHCOM Headquarters in Colorado Springs, Colorado. After the in-residence phase, students will have three weeks to complete their research and conclude the paper.

Curriculum Descriptions (Continued)

The on-line learning system Blackboard and e-mail will be used during the on-line phase, it is expected that participants interact with their classmates and professors in asynchronous as well as synchronous sessions, participants are required to read an average of 80 pages per week. In the resident phase the course is conducted in a combination of individual study, discussions of the literature, conferences and panels, case study and exercises, it is expected that the students read an average of 60 pages per day. At the end of the course each participant will receive an individual evaluation, with grade.

The course goal is to permit participants to analyze and compare the nature and the scope of different perspectives on homeland security and defense including considerations for border security, preservation of critical infrastructure, response to natural disasters, terrorism, interagency coordination, maritime and port security, nuclear plant safety, cybercrime, and continuity of operations for the government; visualizing ways to increase regional cooperation to respond to natural and man-made threats throughout the Western Hemisphere; and analyzing transnational threats in terms of threat, mitigation of risk and response.

STATECRAFT, PEACEKEEPING AND NATION BUILDING

Dates TBD Language – English or Spanish MASL SCH0004

This is normally a 14-week accredited course. The primary purpose of this course is to study humanitarian and peacekeeping interventions and evaluate policy-related issues affecting international relations and national policy-making in a democratic environment. The program focuses on the causes, motivations, incentives and needs for national-level decisions and for international coordination in undertaking such operations, and the implications of these missions to countries, regional peace and stability, and to the international community in the effort of providing enduring solutions that promote democracy, human development, and political stability. The content analyzes the intervention situation from several perspectives. It examines circumstances, claims, and justifications for intervention, such as the weakness of states to confront protracted internal political violence, civil violence, and the effects of natural disasters on countries and regions. Furthermore, it explores the decision-making processes countries and multilateral organizations undertake before international crises. It permits participants to evaluate different types of crises and implications for the international community and regimes, such as natural humanitarian disasters, genocides, ethnic cleansing, natural environment collapses, and massive abuse of human rights.

The curriculum also provides insights in the political behavior of states or parties in conflict, the use of geographic-political areas as platforms for organized criminal and terrorist groups, and in the role of international actors to facilitate or explore sustainable solutions in conflict resolution. The course leads students to reflect on the multilateral, United Nations-based operations and on the United States Government approaches to what is known as "security, stability, transition, and reconstruction" (SSTR) operations as currently observed. Special attention is given to the on-going intervention in Haiti and other SSTR challenges related to the Western Hemisphere, in general, and the Caribbean basin, in particular. This course alternates between an English version and a Spanish version.

DEFENSE POLICY (DP)

Dates TBD Language – English or Spanish MASL SCH0015

This is a 14-week course, with a three-week on-line phase, three-week resident phase, and an 8-week research and writing phase. The on-line learning system Blackboard and e-mail will be used during the on-line phase, during which it is expected that participants interact with their classmates and professors in asynchronous as well as synchronous sessions. Participants are required to read an average of 80 pages per week. In the resident phase the course is conducted in a combination of individual study, discussions of the literature, conferences and panels, case study and exercises.

Curriculum Descriptions (Continued)

It is expected that students read an average of 60 pages per day. After the in-residence phase, students will have eight weeks to complete their research and conclude the paper. During this phase, they may receive on-line generic orientation and advice regarding the paper but should not expect reviews, editing, or proof-readings.

At the end of the course each participant will receive an individual evaluation, with grade. Those seeking a transcript from the National Defense University (NDU) will receive additional guidance to meet NDU requirements.

Course objective is to deepen the participant's understanding of theories and case-studies regarding strategy, defense policy, and defense analytical tools and methodologies, in order to enable the participant to more effectively engage in the process of defense policy formulation, implementation, and evaluation. At the end of the course, students will be expected to analyze, identify, and understand the following: different current major schools of thought and approaches related to international relations theories; classic and contemporary schools of thought and approaches on strategy; best practices regarding schools of thought and approaches regarding defense policy formulation, implementation, and evaluation; best practices of defense analysis methodology and processes; current schools of thought and approaches of decision-making methodologies and processes; and, current schools of thought and approaches of outcome-based performance measures evaluation.

NATIONLAB

Dates – various throughout the year Language – English or Spanish MASL SCH1000

NationLab is an interactive educational event providing hands-on experience in the formulation of strategy and policy with respect to defense and security issue of importance to CHDS partner institutions in Latin America.

Each NationLab event is custom-designed by CHDS, in coordination with a specific partner institution in the region, as well as the U.S. embassy team in the country in which the partner institution is located, to meet the needs and objectives of each of the key stakeholders.

While the content and structure of each event is determined by its stakeholders, a "typical" NationLab is a week-long exercise, conducted in the facilities of the CHDS partner institution in the host country. The exercise generally involves role-playing at the strategic levels, in which ministries and other entities in the defense and security arena are represented by students of the partner institution, senior leaders, and/or actual members of those organizations.

The focus of a NationLab event is typically a challenge of national-level importance for the partner institution, such as narco-trafficking, terrorism, or multinational operations in contexts such as disaster relief. Exercise play involves the formulation and coordination of policy and strategy to respond to the challenge. Depending on the objectives of the partner institution, this may include an analysis of the causes of the challenge, the identification and recommendation of strategic options, and the development of a coordinated multi-sectoral plan, to include measures of effectiveness and required changes in organizations, administrative procedures, as well as new legislation.

SENIOR EXECUTIVE/STRATEGIC INTERACTION EVENTS

The Strategic Interaction programs emphasize support to regional and national policy-makers and leaders. CHDS supports the leadership of newly-elected governments in the region with National Security Planning Workshops (NSPW), conducted in the host nation, and coordinated by the US Embassy, and also conducts programs in Washington, DC. The Washington, DC-based programs include:

SENIOR EXECUTIVE DIALOGUE (SED)

Dates – June 20-22, 2012 Language – Spanish MASL SCH0012

This four-day seminar brings teams of three or four senior officials from participating countries (one Senior .

Curriculum Descriptions (Continued)

Executive Service-equivalent civilian from the Defense Ministry; one senior General/Flag Officer; and, one or two Legislators from the respective Defense Committees) to Washington D.C. for an orientation on U.S. Security/Defense policy formulation processes. In addition to conceptual lectures and discussion groups conducted at the Center, participating officials will meet with senior U.S. decision-makers and key Congressional staff leaders on visits to the National Security Council, Departments of State and Defense, and Capitol Hill.

Participation in the Senior Executive Dialogue is by invitation only. U.S. Embassy Country Teams coordinate with the participating governmental leadership to identify and invite officials to attend these seminars. Separate Senior Executive Dialogues are offered in Spanish for those participants from Central America, the Andean Ridge, and the Southern Cone, and in English for attendees from the Caribbean region. The June 2012 Senior Executive Dialogue is for the Central American region

EXECUTIVE DEFENSE MANAGEMENT SEMINAR

Dates – TBD Language – Spanish MASL SCH0006

This seminar discusses the formulation of policies for defense and security management that confront the critical challenges affecting the countries of the Hemisphere. Guest speakers, panelists, and mentors include senior government officials, ministers and vice ministers from the Ministries of Defense, Foreign Affairs and Interior from countries in Central and South America.

WASHINGTON SECURITY AND DEFENSE SEMINAR

Dates – October 1-5, 2012 Languages – English and Spanish MASL SCH0016

The Washington Security and Defense Seminar allow participants to develop their knowledge and improve their analytical skills about the security and defense environment and the policymaking processes of Washington. During a one-week program, participants identify issues and comprehend the main perspectives on national objectives, preferences on strategies, policy guidelines, and the dynamics of decision-making in a democratic society. In an academic, non-attribution environment, participants have the unique experience of listening to and exchanging ideas with key civilian and military officials and advisors of the Executive Branch, as well as interacting with civilian academic professors working on issues related to the Western Hemisphere. The presence of representatives from the Department of Defense (J-5 and the Office of the Secretary of Defense), the Department of State, the National Security Council, the Department of Homeland Security, and the U.S. Congress provides diverse exposure to perspectives, responsibilities, bureaucratic issues, and policy challenges and preferences. The curriculum combines lectures, question-and-answer sessions, and moderated seminar discussions lead by CHDS professors.

The seminar is intended primarily for members of the diplomatic corps of countries from the Western Hemisphere accredited to the White House and/or to the Organization of American States (including nations with OAS observer status), civilian representatives of international organizations, academic researchers, journalists, and military officers based in Washington, D.C. There are no scholarships available for this seminar for anyone wishing to attend that lives outside the Washington, DC area. This seminar is offered mainly in Spanish - with simultaneous interpretation into English - once a year.

Professional Resources



Dr. Richard D. Downie
Director

Dr. Downie retired from the Army as Colonel, serving as a Foreign Area Officer specializing in Latin America. A graduate of the U.S. Military Academy at West Point, he received an M.A. and Ph.D. in International Relations from the University of Southern California. MIT Seminar XXI Fellow.



Mr. Kenneth LaPlante
Deputy Director

After serving in the U.S. Army in light infantry and special operations forces and as a Foreign Area Officer, he retired as a colonel. In addition to his Bachelor of Science Degree in Education, he holds a Masters Degree in Management. MIT Seminar XXI Fellow.



Dr. Luis Bitencourt
Dean of Academic Affairs and Professor National Security Studies

Manages the faculty and oversees all curriculum and program development. Teaches on national security, civil-military relations, peacekeeping operations, counter-terrorism, intelligence oversight, and crisis management.



MG (ret) John C. Thompson
Dean of Students, Administration and Outreach

His Army career included a variety of command and staff assignments in the U.S. and overseas. His areas of expertise include U.S. counter-drug strategy and operations in the Western Hemisphere, personnel management strategies and policies, and U.S. defense and security policy in the Western Hemisphere.



Mr. Cresencio Arcos
Political Advisor to the Director

Liaison to the Departments of State and Homeland Security, and the staffs of the Senate Foreign Relations Committee and House International Relations Committee. Formerly Deputy Assistant Secretary of State for Central America, US Ambassador to Honduras, and Assistant Secretary for International Affairs of the Department of Homeland Security.



COL (ret) Michael Borders
Chief of Operations

Specializing in Latin American affairs, and with more than 30 years of military service, including work at the strategic level, Col. (Ret.) Borders is highly experienced in political-military affairs, security assistance, and interagency and interdepartmental affairs.



Dr. R. Evan Ellis
Assistant Professor of National Security Affairs

Dr. Ellis is the technical lead for the CHDS NationLab program, a series of simulation-supported workshops and war games. He is the author of many publications on Latin America's relationship with external actors, particularly China, the new Latin American populism, the Maras (gangs) phenomenon in Central America, and regional energy issues.



Dr. Patricia Escamilla-Hamm
Associate Professor of National Security Affairs

Areas of expertise include: Mexico, U.S., and bilateral border security policies; nexus between U.S. immigration and border security policies; and U.S.-Mexico relations. She supports the academic agenda on Mexico and transnational organized crime, along with the outreach agenda on Mexico.



Dr. Jaime Garcia-Covarrubias
Professor of National Security Affairs

Originally from Chile, and a retired Brigadier, his expertise is in the areas of Force Transformation and Strategic Leadership.

Professional Resources (Cont'd)



Dr. Michael Gold-Biss
Associate Professor of National Security Affairs

Specializes and teaches on civil-military relations, defense economics, governance and security, Transnational Criminal Organizations, and international law.



RADM (ret) Pedro de la Fuente, Argentine Navy
Assistant Professor of National Security Affairs

Areas of expertise include: Leadership, Strategy, Decision-Making, and Crisis Management. He supports the academic agenda developing and conducting Simulation Games, focusing on Maritime Strategy, and Southern Cone Defense and Security Issues.



Dr. Luis Kun
Assistant Professor of National Security Affairs

Biomedical Engineer researcher, developer and teacher of courses intersecting information technology, health care and public health with national security. Topics: disaster/crisis management; science and technology policy; critical infrastructure protection, holistic/strategic thinking, interoperability, and knowledge management.



VADM (ret) Manuel Lora, Peruvian Navy
Associate Dean of Academics-Division of Education, Associate Professor of National Security Affairs.

Teaches on civil-military relations, defense policy and planning. His areas of current research interest include international security in South America, security cooperation, security sector reform and new threats.

Dr. Olivia M. McDonald
Program Specialist

An expert on measurements of effectiveness/strategic communications, she measures the effectiveness of CHDS teaching and publications programs. Her work serves to ensure CHDS' adherence to stakeholder standards, making such evidence visibly accessible to strategic audiences.



Mr. Steven Meyers
Liaison Officer to US Southern Command

Formerly director of the U.S. Army Research, Development and Engineering Command, International Technology Center—Americas (Latin America), which conducted technology research throughout Latin America. During his military career he became a foreign area officer, serving at all levels of the Army's political-military structure.



Mr. Kevin Newmeyer
Assistant Professor of National Security Affairs

Professor Newmeyer directs the CHDS homeland defense courses and the NationLab team. A retired naval officer and former international civil servant, he is involved in a number of outreach programs. His research areas include cyber-security and homeland security issues.



Mr. Guillermo A. Pacheco-Gaitan
Assistant Professor of National Security Affairs (Central America)

Areas of expertise include: U.S. and bilateral security policies with Central America; hemispheric defense and security; security sector reform; political/civil-military relations; and ministries of defense. He also supports the academic agenda on Central America and the Dominican Republic.

Professional Resources



Mr. Pat Paterson
Assistant Professor of National Security Affairs

Retired from a U.S. Navy career in which many years were spent as a foreign area officer in Latin America and the Caribbean. His areas of expertise include civil-military relations, U.S. foreign policy, democracy, human rights, social movements, political violence, and counterinsurgency.



Dr. Salvador Raza
Professor of National Security Affairs

A specialist in defense analysis and planning, Dr. Raza researches, teaches and publishes in the fields of force design; complex adaptive systems; and decision-making architecture. He has published books on gaming & simulation, strategy and policy formulation, and conflict analysis.



Ms. Celina Realuyo
Assistant Professor of National Security Affairs

Focusing on globalization, transnational threats, and U.S. foreign policy, Ms. Realuyo developed extensive expertise in U.S. national security, geopolitical risk management, counterterrorism, illicit networks, international banking, economic competitiveness, global supply chain and energy security, and government relations.



BG (ret) Boris Saavedra, Venezuelan Air Force
Assistant Professor of National Security Affairs

BG (ret) Saavedra's areas of expertise include defense economics in Latin America, civil-military relations, military logistics and capabilities, personnel issues, transnational security issues, and private security in Latin America.



Dr. Isidro Sepulveda
Assistant Professor of National Security Affairs

Teaches on geopolitics and international security; governability, ministries of defense and civil-military relations; complex operation and crisis management. Director of the research project Security and Defense Education in the Americas.



Mr. Richard Taylor
Liaison Officer to US Northern Command

A retired US Air Force officer and former air attaché to Mexico, with expertise on the Mexican military, he holds a Master of Science in atmospheric science and a Master of Arts in business management and administration.



Dr. Scott D. Tollefson
Associate Dean of Academics-Division of International Outreach and Research, Professor of National Security Affairs

Having lived in Brazil for many years, Dr. Tollefson's areas of expertise include civil-military relations, comparative politics, International Relations, and Brazil's defense and foreign policies.



Dr. Howard J. Wiarda
Associate Director of Publications and Research, Professor

Dr. Wiarda is the Dean Rusk Professor of International Relations at the University of Georgia, Senior Associate at the Center for Strategic and International Studies (CSIS), and Senior Fellow at the Woodrow Wilson International Center for Scholars. He is a well-known, prolific writer and editor of book and textbooks on Latin America.

The Center for Excellence in Disaster Management and Humanitarian Assistance (COE-DMHA) is a direct reporting unit of the US Pacific Command (USPACOM) and the principal organization to promote disaster preparedness and societal resiliency in the Asia-Pacific region. COE-DMHA was established by the US Congress in 1994. As part of its mandate, COE-DMHA facilitates education and training in disaster preparedness, humanitarian assistance and health security to develop domestic, foreign, and international capability and capacity.

COE-DMHA partners with a wide variety of domestic and foreign governmental, nongovernmental, and international organizations to provide education, training, interagency coordination, and research.

COE-DMHA identifies decisive points for intervention and partnerships that are catalysts for positive change and creating synergy to enhance civilian-military coordination.

Mission

As the U.S. Department of Defense (DoD) and USPACOM's premier international humanitarian assistance and disaster management organization, enhance civil-military preparedness and response through collaborative partnerships, education, training, applied research, and best practices.

Vision

We are DoD's *touchstone* for civil-military coordination in disaster management and humanitarian assistance.



The Center for Excellence in Disaster Management and Humanitarian Assistance is a US Department of Defense and US Pacific Command organization with a congressional mandate to educate, train, research, and assist in disaster management and humanitarian assistance operations.

**Center for Excellence in
Disaster Management and
Humanitarian Assistance**

COL Phillip Mead,
Director (Interim)

www.coe-dmha.org

Business: 808-433-7035
Facsimile: 808-433-1757

The Center for Excellence in
Disaster Management &
Humanitarian Assistance
Tripler Army Medical Center
1 Jarrett White Road
ATTN: (MCPA-DM)
Tripler AMC, Hawaii 96859-
5000

Curriculum Descriptions

DISASTER MANAGEMENT

Disaster management at COE-DMHA focuses on a "whole-of-government" approach to natural and man-made disasters. The center carries out events, applied research, training and education designed to strengthen and enhance disaster management planning, inter-governmental and interagency coordination, and decision-making processes at regional and national levels. These activities are multi-phase and include policy discussions, scenario based round table discussions, table top and field exercises involving all key responders including national emergency agencies and non-governmental stakeholders.

SENIOR CIVIL MILITARY LEADERS SEMINAR SERIES

The Senior Civil-Military Leaders seminar series focuses on building regional cooperation in Asia-Pacific.

The content focuses on identifying ways in which civilian and military stakeholders can collaborate to improve disaster resiliency and response capacity both regionally and globally. Workshop is aimed at senior-level participants who can build relationships with each other as well as pass on their years of expertise on to a younger generation.

A significant amount of disaster risk reduction efforts are being carried out by civilian and military actors at the national, regional and international levels, including the Hyogo Framework for Action 2005-2010. The workshop series is designed to be an annual regional forum where senior actors can have regular dialogue to facilitate important relationships and synergy of efforts prior to a disaster event.

HUMANITARIAN ASSISTANCE

COE-DMHA focuses on circulating international humanitarian, human rights, disaster response and refugee law through education and training courses, exercise support, subject-matter expertise consultations and response operations support. These efforts assist military forces, civilian governmental agencies and the humanitarian community in coordinating military support to civilian-led, international disaster and humanitarian crisis response operations.

HUMANITARIAN ASSISTANCE RESPONSE TRAINING (HART)

Duration: 2-4 Days

The Humanitarian Assistance Response Training (HART) course provides military planning and response professionals with a two- to four-day operational-level training course with practical information and tools for use in supporting civilian-led humanitarian assistance operations, including disaster response operations.

With its focus on civilian-military relations, including interacting with agencies of the Affected State and humanitarian agencies, HART provides a key professional development opportunity for evolving requirements of the U.S. military.

The operational-level course covers key areas of civil-military coordination including:

- **Civilian humanitarian agencies and their roles and operations**
A discussion on the key humanitarian agencies military forces are likely to encounter in the field, their respective areas of expertise, and how they plan, execute and coordinate their operations.
- **Affected populations and their protection under international law**
A discussion distinguishing the various persons of concern in a humanitarian crisis (refugee, IDP, vulnerable persons, etc.), their respective rights under international law and who is primarily responsible for the care and protection of these people.
- **Fundamental Humanitarian Principles**
A discussion on the fundamental principles followed by humanitarian agencies and how these principles are interwoven into all aspects of humanitarian operations.

Curriculum Descriptions (Continued)

- **Response coordination measures used by humanitarian agencies**
A discussion on the Cluster Approach utilized by humanitarian agencies in coordinating their operations, which agencies have the lead for coordination in the respective response disciplines and how the military can coordinate its operations through the Cluster system.
- **Response measures of effectiveness and measures of performance**
A discussion on internationally recognized measures of effectiveness and performance for humanitarian crisis response operations as contained in the Sphere Project Minimum Standards.
- **Security strategies used by humanitarian organizations**
A discussion on how unarmed civilian agencies conduct security for their staff and beneficiaries of aid, and how military Force Protection strategies interact with these strategies.
- **Internationally-recognized principles of civil-military coordination**
A discussion on internationally recognized principles on coordinating military support to civilian-led humanitarian operations in disasters and conflict situations in accordance with the humanitarian principles of humanity, impartiality and neutrality.
- **Assessing programs and progress in disaster management**
A discussion of the purpose of conducting assessments in disaster and conflict response scenarios and an overview of the most commonly used assessment methods, indicator selection and how to use assessment results.
- **Frameworks for reducing disaster risk**
A discussion of frameworks that can be used to incorporate the concept of resiliency into disaster risk reduction as outlined by the Hyogo Framework for Action.
- **Whole-of-government response and inter-agency coordination**
A discussion on the United States responds to humanitarian crisis operations and how the US military fits into this Whole-of-Government response.
- **Disaster management principles and how the military can utilize them to build long-term reconstruction**
A discussion on the accepted principles of disaster management, a review of various disaster management structures at the national level, and a perspective on the role of the military in laying the foundation for follow-on disaster mitigation operations.
- **Medical and public health concerns in disasters**
Discussions on medical and public health issues likely to be faced by military forces in a disaster or humanitarian crisis response operation.
- **International humanitarian law as it relates to human rights and disaster response**
A discussion for military personnel on the fundamental principles of Human Rights Law, International Humanitarian Law and International Disaster Response Law.

The course consists of discussions and case studies. In the three or four-day versions of the HART, participants will also apply their knowledge in a table-top exercise in which they respond to a humanitarian crisis scenario, and a field exercise in which they construct a displaced persons' shelter.

Graduates of the HART course are better prepared to plan and respond to humanitarian emergencies in their respective capacities through increased awareness and understanding of different types of humanitarian response environments. Graduates receive a Certificate of Participation and a CD-ROM with all presentations and reference materials useful in a HA/DR operation.

Curriculum Descriptions (Continued)

The HART course faculty have diverse civilian and military experiences with subject matter expertise in humanitarian assistance, public health, disaster management, stability, security and peacekeeping operations.

For more information on the content of the courses, please contact Mr. Bobby Ray Gordon at bobby.gordon@coe-dmha.org or Ms. Victoria S. Hart at victoria.hart@coe-dmha.org

For information on registering for scheduled courses, please contact Mr. Sean Nakamura at sean.nakamura@coe-dmha.org or 1 (808) 433-1427.

HEALTH SECURITY

The COE-DMHA's Health Security Program focuses on increasing civil-military disaster health planning and response expertise and operational capacity through innovative solutions and training for potential public health emergencies, complex humanitarian emergencies, natural disasters, global health and health security threats.

HEALTH EMERGENCIES IN LARGE POPULATIONS (HELP)

Duration: 3 weeks

The Health Emergencies in Large Populations (HELP) course is hosted by the Center for Excellence in Disaster Management and Humanitarian Assistance (COE) in collaboration with the International Committee of the Red (ICRC) and the partnership of University of Hawaii's John A. Burns School of Medicine's Office of Public Health Studies. This is a three week, intensive, graduate-level training course, providing participants with an understanding of the major public health issues to be addressed among populations affected by natural disasters, complex emergencies, and internal displacement.

The COE has conducted the HELP course for sixteen consecutive years, graduating over 275 students from diverse backgrounds in public health, medicine, emergency nutrition, development, humanitarian assistance and disaster management backgrounds. The course provides participants with the tools, frameworks, and decision-making skills necessary to achieve a sustainable outcome for the affected population(s) and enable graduates to plan coherent, appropriate relief operations.

HELP Course Curriculum

The HELP course caters to mid-level, rising professionals from non-governmental organizations, government agencies, militaries, and civilians, the majority of which travel to the course from the Asia-Pacific region.

The HELP course is offered in three modules, with 2 weeks of on-site lectures, activities, and team-building exercises. The course also requires that selected participants complete 5 online modules in preparation for the course, an equivalent of one week of on-site discussions.

Landscape (3 days)

Participants will be introduced to the landscape and frameworks for appropriate management of health issues in natural disasters and complex emergencies.

Health Emergency Management (5 days)

Participants will become familiar with the technical areas, roles and responsibilities, and actions necessary to promote, restore, and maintain the health of populations affected by natural disasters and/or complex emergencies. The role of health and its framework in relation to disaster operations will be explored as participants are presented with practical applications and case studies of such areas as nutrition, infectious diseases, environmental health, and epidemiology and sampling techniques as they relate to promoting resiliency and sustainable, long-term solutions for affected populations.

Curriculum Descriptions (Continued)

Synthesis (2 days)

Participants will explore the role international humanitarian law and overarching conventions play in informing the operations of responders to complex emergencies and natural disasters. Humanitarian Security issues will be discussed as well as role of media and risk communications in response to emergencies.

Online Modules

- Introduction to Epidemiology in Emergencies
- Food, Water, and Nutrition in Emergencies
- Water & Sanitation Issues in Emergencies
- International Humanitarian Law (IHL)
- United Nations High Commission for Refugees (UNHCR)
- Minimum Initial Services Package (MISP): Reproductive Health Module

Academic Credit

Participants can elect to receive three (3) graduate-level credits, accredited through the University of Hawaii's John A. Burns School of Medicine's Office of Public Health Studies. The credits earned will be reflected on a transcript that will be sent to students upon successful completion of the course requirements. There is an increased cost associated with taking the course for credits, which is the sole responsibility of each participant or the participant's organization.

Application Submission

We encourage all participants to submit applications electronically on the COE website (<http://www.coe-dmha.org/Courses/getCourse.aspx?cid=3>). If this poses a problem, please submit applications one of the following ways:

E-mail: education@coe-dmha.org

Mailing address: 1 Jarrett White Road (MCPA-DM), Tripler Army Medical Center, Hawaii, USA, 97859-5000

Fax number: (808) 433-1757

REGIONAL HEALTH SYSTEMS STRENGTHENING WORKSHOP SERIES (RHSS)

The COE-DMHA Health Security Program's Regional Health Systems Strengthening workshops are designed for civilian and military mid- to senior-level public health and disaster management professionals from throughout the Asia-Pacific region. Each multinational workshop has a focused theme aimed toward building regional civil-military coordination in disaster health planning and response.

COE-DMHA's partnerships for the workshops include host nations, International Organizations (World Health Organization, International Federation of the Red Cross), U.S. Interagency partners (United States Agency for International Development, U.S. Centers for Disease Control and Prevention), U.S. Department of Defense Command and Component Surgeons Offices, and Asia-Pacific regional partners (Secretariat of the Pacific Community and the Association of Southeast Asian Nations) to host these workshops.

Professional Resources



Colonel Philip Mead
Interim Director

COL Phillip Mead was appointed Director of COE-DMHA in 2012. COL Mead served at Brigade, Battalion, and Company levels and supported both humanitarian and contingency operations in Somalia, Iraq and Kuwait. COL Mead has a Masters in Business Administration from the University of Mary Hardin Baylor and a Bachelor of Science degree from the U.S. Military Academy at West Point. For War College, he completed an Advanced Operational Arts Studies Fellowship from the U.S. Army Combined Arms Center School of Advanced Military Studies (SAMS).



COL (Ret) Douglas Wallace
Program Support Division Chief

Mr. Wallace is a retired US Army Colonel who has served in various command and staff positions in the United States, Germany, Korea, Panama, and Bosnia. His assignments included aviation battalion Headquarters Company Commander, Infantry Division G5 (Civil Affairs) Operations Officer, CA Observer Controller, Civil Affairs Team Chief (Operation Joint Endeavor); CA Staff Section Chief, US Southern Command; CA Brigade G3 operations Officer, Chief, US Pacific Command J32 Civil Military Operations Division.



Mr. Tom Dolan
Capacity Development Division Chief

Tom Dolan has extensive experience in civilian-military collaboration in humanitarian assistance and was assigned to U.S. Pacific Command at Camp Smith, Hawaii as the out U.S. Agency for International Development/Office of U.S. Foreign Disaster Assistance (OFDA) Liaison from 1995 to 1998. He also was designated as the team leader for the OFDA-Washington Military Liaison Unit and served as the Assistant Director for the OFDA/Washington Disaster, Response and Mitigation Division. Prior to joining OFDA, he served with the U.S. Coast Guard/USPHS. Tom received his Bachelor of Science degree from Columbia University in 1976.



COL (Ret) Jim Welsh
Plans and Operations Division Chief

Jim Welsh graduated from Villanova University with a Bachelor of Science Degree in Civil Engineering. He earned a Masters Degree in Public Administration from the City University of New York and a second Masters Degree in National Security Studies at the National War College. He retired from the Marine Corps as a Colonel and his military decorations include the Legion of Merit with gold star, Defense Meritorious Service Medal, Meritorious Service Medal with 2 gold stars, Joint Commendation Medal with oak leaf cluster, Navy- Marine Corps Commendation Medal, Navy-Marine Corps Achievement Medal with gold star, Combat Action Ribbon, and various unit and campaign awards .

Mission

DIILS serves as the lead defense security cooperation resource for professional legal education, training, and rule of law programs for international military and related civilians globally. Through mobile education teams, resident courses and other programs, DIILS develops and implements effective security cooperation programs to build partner legal capacity, and to promote equitable, transparent, and accountable security sectors, civilian control of the military, compliance with human rights standards and democratically-elected governments.

DIILS remains committed to the highest level of professionalism by providing unrivaled subject matter expertise and curriculum in a manner that respects cultural sensitivities and encourages diversity of opinion. Our uniformed instructors partner with leading government and civilian experts to deliver relevant and insightful programs in all areas that promote the rule of law.

DIILS is a component of the Defense Security Cooperation Agency and coordinates with stakeholders, such as the Office of the Under Secretary of Defense for Policy and the Geographic Combatant Commands, to ensure our programs align with U.S. strategic objectives and priorities.

DIILS works with a number of programs, including Expanded International Military Education Training (EIMET), the Combating Terrorism Fellowship Program (CTFP), the Warsaw Initiative Fund (WIF), and Peacekeeping Operations (PKO), as well as COCOM initiative funds. DIILS also provides the human rights training mandated by Congress for certain Foreign Assistance authorities, e.g., 1206 and 1207 .



A critical mission goal is to build partners' security-sector legal capacity by sharing methods of addressing legal and military challenges and lessons learned from contingency operations. Programs focus on contemporary legal challenges faced by partner military and civilian leaders.

Defense Institute of International Legal Studies

CAPT Robert A. Sanders
Director

www.diils.org

Phone:
401-841-1524
(DSN 841-1524)

Fax:
401-841-4570
(DSN 841-4570)

Defense Institute of
International Legal Studies
441 Elliot Avenue
Newport, RI 02841-1531



DIILS Overview

DIILS is a jointly-staffed institute comprised of Army, Navy, Air Force, Marine, and Coast Guard Judge Advocate Corps officers, as well as experienced civilian attorneys and staff. Our target audience includes international military personnel and related civilians. The majority of DIILS participants are not lawyers, although we offer some resident courses for lawyers, e.g., the Military Law Development Program (MLDP I and II) and the International Law of Military Operations (ILOMO) course.

DIILS strives to build partner legal capacity, and to promote equitable, transparent, and accountable security sectors, civilian control of the military, compliance with human rights standards, and democratically-elected governments through its mobile education teams (METs), resident courses and other engagements. With a focus on contemporary legal challenges, DIILS accomplishes its mission in three settings: resident programs in Newport, Rhode Island, tailored mobile programs delivered worldwide, and programs that bring foreign participants to U.S. locations, such as Washington, DC and New York City.

Commitment to Excellence

DIILS remains committed to providing unrivaled subject matter expertise and curriculum in a manner that respects cultural sensitivities and encourages diversity of opinion. Over 200 adjunct faculty bring their recent and relevant real-world military and civilian expertise to DIILS programs. These seasoned, uniformed instructors and leading civilian experts from the executive, legislative and judicial branches of the U.S. government, academia, international partners, and, in some cases, the private sector, offer a variety of insightful legal perspectives.

Recent partners have included military instructors from the United Nations Stability Mission in the Democratic Republic of Congo (MONUSCO), Canada, the United Kingdom, Australia, the US Institute of Peace (USIP), the Italian Center of Excellence for Stability Police Units (COESPU), former ambassadors and members of Congress, the Naval War College, the US armed services Judge Advocate Corps (including The Army Judge Advocate General's Legal Center and School and its Center for Law and Military Operations (CLAMO), Naval Justice School, US Air Force Judge Advocate General's School, the Department of Homeland Security, and numerous academicians and line officers.

Multi-Year, Multi-Phased Approach

Sustained engagement has proven successful when the objective is verifiable progress on a single legal issue or increased legal capacity across the security sector. DIILS' strategic agility stems from the capacity to plan and deliver tailored programs in many formats - mobile seminars, CONUS activities, and resident courses - using multiple funding streams. DIILS helps stakeholders achieve country campaign plan objectives by sequencing programs based on goals, priorities, and funding. Thus, DIILS can reach a wide variety of related audiences in a relatively short timeframe.

The DIILS Team:

DIILS instructors are selected for their recent and relevant expertise and for their knowledge of legal issues affecting participating countries. A DIILS team for a five-day mobile program typically consists of four members, including a team leader. DIILS usually invites the Departments of Justice, Homeland Security, and State to contribute their most specialized experts to each program. For example, a CT team is often comprised of government civilians involved in combating terrorism, military operational law experts, and others with experience working in legal matters involving terrorism.

Resident Courses: DIILS is committed to offering instruction in the most widely relevant legal topics challenging the security sector.

Our resident programs are multinational. Participants are funded through Enhanced IMET or CTFP, depending on the course topic. With increasing global interest in transparency and human rights, DIILS inaugurated a new resident course in 2011: Law of Armed Conflict and Human Rights (LCHR), in which participants analyze the application of international humanitarian law (law of armed conflict) and human rights law on domestic and international operations, (e.g., NATO, UN peacekeeping, humanitarian assistance/disaster relief, border security, internal security, and counter-terrorism).

In resident and mobile programs alike, DIILS strives to present a variety of perspectives from experts with recent and relevant experience. A recent Legal Aspects of Combating Terrorism (LCT) course featured some 23 faculty members, including DIILS staff, U.S. Combating Terrorism Center staff, a retired British MI-5 officer, DoD General Counsel attorneys, U.S. Special Forces officers, DOJ attorneys, and active and reserve Judge Advocates. The three week LCT course is held twice annually, in March and September.

Curriculum Descriptions

Resident courses build on this model of comparative analysis, along with participant presentations on their national methods to address real world rule of law issues, to derive a set of common best practices.

Mobile Programs

DIILS mobile programs are a venue for exploring innovative legal solutions or reviewing existing legal standards and procedures, while serving as a catalyst for positive change in national rule-of-law dynamics. Seminars build upon past experience with each nation, and DIILS activities help foster long-term partnerships between the Office of Security Cooperation (OSC) and the host nation legal community.

DIILS Seminars can be customized to address significant legal issues faced by a country, region, or the international community. Topics are determined according to U.S. objectives and host country needs. Requests for DIILS programming usually originate with the Security Cooperation Officer (SCO).

Examples of current topics include the legal aspects of combating corruption, terrorism, and cyber crimes, peacekeeping operations, operational law, rules of engagement, rules of use of force, military justice, and trial advocacy.

Funding for Mobile Programs

DIILS instruction modules may be combined to create a tailored one-week seminar presented in-country by subject matter experts. Sample schedules in this catalog illustrate program options. Variables to consider include the legal challenges identified by the country team, requested or available subject matter experts, and the statutory authority of the funding source.

In addition to direct (O&M) funding, which are programmed for longer-term efforts in priority countries, the most frequent DIILS reimbursable funding sources include EIMET, CTFP, WIF, 1206, PKO, FMS, and Combatant Commanders' Initiative Funds.

In 62 countries, DIILS has provided congressionally-mandated human rights and humanitarian law seminars for units receiving assistance under the Global Train and Equip (1206) program. These two-to-three day seminars are particularly useful for units preparing to deploy to coalition stability operations.

DIILS conducts defense ministerial institution-building conferences for the Warsaw Initiative Fund (WIF) to encourage interoperability within the NATO Partnership for Peace (PfP). Sample topics of WIF-sponsored seminars, exchanges, workshops and consultations in a number of countries include:

- Human Rights and the Law of Armed Conflict
- SOLARA: Legal Aspects of ROE and RUF in Stability Operations
- Peace and Stability Operations Exchange
- Maritime Border Security
- Land Border Security
- Developing a Professional Military Force and an Effective Non-Commissioned Officer Corps
- Legal Aspects of Public Affairs
- Defense Legislative Reform Workshops and Consultations

Given the multinational character of the terrorist threat, DIILS Combating Terrorism (CT) seminars are increasingly regional programs. Recent hosts include: Slovakia (10 countries); Senegal (11 countries); Macedonia (11 countries), Cambodia, Czech Republic, Bosnia and Senegal.

In the Democratic Republic of Congo (DRC) and in South Sudan, DIILS programs support the protection of civilians and the prevention of mass atrocities. DIILS is funded by the Department of State to train magistrates, prosecutors, and investigative personnel to investigate, prosecute and try sexual and gender-based violence and to build rule of law capacity in the military justice community. In the newly formed country of South Sudan, DIILS efforts will focus on establishing a professional military justice system.

** Note: WIF and PKO-funded programs use the same MASL number as their IMET counterparts. Please contact DIILS for more information on programming using these funding sources.*

Curriculum Descriptions (Continued)

PROGRAMS

THE MOBILE SEMINAR (MASL P309061)*

With adequate advance notice, DIILS can create a program to address unique legal issues. Presentations by DIILS staff and other subject matter experts, group discussion problems, and host nation group and individual presentations are combined to create an effective, practical, and focused experience for seminar participants. Follow-on programs may be tailored to address ongoing concerns or to reach a wider audience.

IN-COUNTRY ASSESSMENT (MASL P309050)*

Typically, DIILS conducts an initial visit to a country prior to designing a program. Our goal is to obtain a thorough understanding of the challenges and trends that impact requirements for rule of law engagement. These visits ensure DIILS develops a plan that aligns with U.S. strategic objectives, host country expectations, and they offer an opportunity for in-country organizers to better understand issues that affect program success, such as venue, interpretation services, and prospective participants.

The team usually consists of the DIILS Special Assistant for Strategy, Regional Program Director (RPD) or International Operations Officer (IOO) for that region and a senior (O-5 or O-6) military officer. The team first meets with the U.S. country team, for example the ambassador, deputy chief of mission, security cooperation officer, defense attaché(s), political officer, economic officer, USAID staff, and other relevant staff.

DIILS recommends team meetings with appropriate personnel in the ministry of defense, including those tasked with military training, ministry of justice, the courts system, relevant non-governmental organizations, as well as site visits to courts, government offices, military bases, and historic sites.

The cost of the survey visit is generally limited to travel, per diem, and miscellaneous costs. The SCO is responsible for arranging site visits, appointments with key individuals, interpreters as required, in-country transportation and lodging for the team. The DIILS RPD or IOO then develops a report recommending a program of DIILS engagements to address requirements identified during the visit.

U.S. PLANNING VISITS (MASL P176023)*

The purpose of a CONUS planning visit is to confirm appropriate curriculum for planned in-country seminars, acquaint the delegation with relevant U.S. organizations, and design the best possible program for the host nation. During a planning visit, a delegation from the host country travels to locations in the United States selected by DIILS and the country team to conduct in-depth planning for proposed DIILS programs. Depending on the nature of the program, these sites may emphasize the U.S. civilian and military legal systems, the operational structure of the U.S. military, the U.S. government methodology for combating terrorism, or interagency anti-corruption principles.

The typical planning visit delegation is comprised of four to eight military and civilian personnel representing the training, legal, operational and strategic planning communities of the host nation.

The DIILS team will meet the visiting delegation at the U.S. airport and accompany them during the visit. The delegation should plan to meet with high-ranking U.S. civilian officials and military officers. Potential site visits include government offices, military bases, civilian and military courts, prisons, law enforcement agencies, and appropriate field study program sites.

The SCO arranges travel orders and air transportation for the delegation, and will issue a cash advance for miscellaneous expenses while traveling, in accordance with the Joint Security Cooperation and Education Training regulation. Per Diem and travel for the delegation and the DIILS team, interpreters (if needed), and transportation are typically the only costs associated with the planning visit. Per Diem for the delegation while in the U.S. is handled by the DIILS team in order to ensure the efficient payment of group expenses. The SCO, with the assistance of the DIILS team and the host nation, makes the final determination regarding agreed programs and participation.

Curriculum Descriptions

OBSERVERSHIPS (MASL P183080)

An observership is a program designed for an individual or a small group of partner nation personnel to closely observe a U.S. process. For example, the Judicial Observership provides an opportunity for judges and legal personnel to work one-on-one with U.S. civilian or military judges and observe a judge performing the daily tasks of preparing for and trying cases, making decisions, and working within the judicial system. Observerships can also be designed to focus on investigations, trial advocacy, claims, or other aspects of military law. Observerships are tailored to individuals with professional qualifications that are equivalent to those of the individuals they will be observing. Participants should be fluent in English and capable of independent action during the program.

Costs include travel and living allowances, plus any costs unique to the specific program location. As program length may vary from one to several weeks, costs must be determined at programming.

REGIONAL SEMINARS (MASL P309062)*

DIILS regional seminars address significant legal issues best solved through international cooperation. As with standard DIILS seminars, regional seminar topics are determined by stakeholder priorities, SCO objectives, and DIILS experience in the countries, including surveys and planning visits, as applicable. For regional seminars, the host nation should program the MET as a Regional MET (MASL P309062). Attendees from other countries should be programmed using MASL P273010. Sending nations are responsible for travel and living allowance for their students and may pay a pro rata share of the overall cost of the conference. Costs for these third-party attendees will be deducted from their respective program budgets.

CONUS SEMINARS (MASL P176022)

There may be circumstances in which a DIILS seminar is conducted in the Continental U.S. (CONUS). A CONUS Seminar is identical to a standard DIILS seminar or CT seminar except that the seminar location will be determined by the nature of the mission. DIILS CONUS seminars are customized events that address significant legal issues faced in the region, and are presented as a seminar or a workshop. Topics are determined according to host country needs, SCO requests, and any prior DIILS experience in the countries, including survey and planning visits.

ADMINISTRATIVE GUIDELINES FOR MOBILE PROGRAMS

Requests for DIILS mobile programs must be initiated by or coordinated with the U.S. Security Cooperation Officer in the partner nation, as a minimum. The procedure is outlined in the Security Assistance Management Manual. When programming a seminar, consider the following:

Participants and Daily Schedule. A typical mobile program includes 40-60 participants. The seminar day normally runs 0830 to 1630, and includes several presentations, practical exercises, a case study, or break-out group period, and a wrap-up session. Periodic breaks, including a lunch break or lunch discussion, may be incorporated into the seminar day.

Seminar attendees must be selected based on their professional need to attend a given DIILS program, such as previous experience in an area covered by the seminar, or the need to use the seminar information in a current or future job. The optimal mix of attendees will vary depending on the topic and issues to be discussed. Participants are typically in positions of leadership, and represent the armed forces, the legislature, the judiciary, and ministries of defense, foreign affairs, justice, or interior. Representatives from recognized non-governmental organizations are also welcome.

Facilities and Equipment. To optimize discussions, the presentation room should be large enough to accommodate all participants, including faculty and visitors. Ideally, luncheon and seminar facilities should be co-located. All rooms should have electrical outlets. The conference site should be equipped with a chalk board, flip chart pad and easel, and extension cords. Each participant should have a pen and a block of note paper. Copying capability is usually required, but may be off-site. The DIILS team will bring course materials for all participants, and can provide a laptop computer and projector, as well as portable interpreting equipment, if agreed in advance.

Curriculum Descriptions (Continued)

Language. All seminars are presented in English, with translation into the appropriate language when requested and arranged in advance with the assistance of the in-country team. Professional interpreters must be hired for the seminar when translation is required. Language services will be for the entire day, including lunch and breaks.

Coordination. Timely communications between the DIILS Regional Program Director, DIILS International Operations Officer and the SCO/SDO/DATT/Training Officer are critical to program success. The in-country point of contact should ensure an early and comprehensive exchange of information with DIILS regarding program planning, scheduling and logistics.

MOBILE PROGRAM CURRICULUM DESCRIPTIONS

LEGAL ASPECTS OF COMBATING TERRORISM

This seminar for mid-grade to senior service-members and civilians explains the international law of human rights and law of armed conflict rules applicable to combating terrorism. It focuses on interagency cooperation and effective methods that comply with international norms. The topics in the illustrative schedule can be tailored as required. For example, an iteration for law enforcement officials featured U.S. Department of Justice lawyers and investigators explaining U.S. laws and techniques for information-sharing, investigating, and successfully prosecuting terrorist suspects.

This seminar is an excellent opportunity to bring together civilian and military officials from one or several nations to build trust, mutual understanding, and relationships for future cooperation. DIILS encourages participants to give presentations during the seminar in order to share best practices and common challenges. The faculty also facilitates small group discussions or staff exercises designed to highlight relevant law and stimulate discussion on effective and lawful techniques to combat terrorism. This mobile seminar is approved for EIMET and CTFP funding (MASL 309063), or as a CONUS seminar (MASL 176028).

LEGAL ASPECTS OF COMBATING CORRUPTION

This seminar is for military officers and civilian officials involved in the fight against public corruption, including government executives and policy makers, investigators, prosecutors, legislators and staff, NGOs, and journalists. By encouraging wide attendance, DIILS seeks to promote understanding and cooperation among all government and other entities involved in combating corruption. Although faculty presentations of U.S. corruption cases illustrate U.S. laws and methods of investigation and prosecution, the seminar underscores that public corruption is a universal problem.

The sample schedule reflects a range of possible presentations in a seminar on this topic. The seminar can be tailored to address one or several critical themes: the international legal framework for fighting corruption, standards of conduct in public institutions, transparent public sector management, effective investigation and prosecution of corruption offenses, and international cooperation.

The seminar includes presentations, case studies, exercises and group discussions to encourage development of a systematic approach to preventing, detecting, investigating, and prosecuting corruption in public institutions. Presentations from host nation officials are encouraged in order to analyze timely corruption challenges and identify the need for statutory and procedural change.

OPERATIONAL LAW

By examining relevant international human rights law and the law of armed conflict, this seminar prepares operational commanders and staff officers, civilian policy-makers, and their lawyers to conduct effective domestic and international military operations within the rule of law. Each seminar focuses on the identification of complex contemporary operational challenges and the development of effective and lawful solutions. Highlights include the benefits of an effective military justice system, training programs on human rights and the law of armed conflict, and the creation of practical rules for the use of force and rules of engagement.

DIILS faculty includes U.S. military judge advocates with recent and relevant experience in Afghanistan, Iraq, domestic disasters, such as Hurricane Katrina, and foreign disasters, such as the earthquake/tsunami in Japan. They facilitate small group discussions of realistic scenarios in which participants develop solutions within

Curriculum Descriptions (Continued)

applicable law. Such discussions may include developing rules for the use of force or rules of engagement. The sample schedule illustrates a range of possible presentations, which can vary according to the audience and their scheduled deployments.

MILITARY JUSTICE

This seminar can be tailored for nations seeking to modify or improve their system of military justice. For example, if the objective is to increase the professionalism of the force, the seminar would focus on the U.S. military system of administrative discharges and non-judicial punishments. For a military transitioning from an inquisitorial to an adversarial trial system, the seminar would focus on the roles of U.S. military judges and trial advocates, as well as court-martial procedures and practices. The sample schedule illustrates a range of military justice topics, but each seminar will be based on the areas being targeted for reform. A pre-seminar assessment and planning visit offers the best opportunity for DIILS to build a focused, effective program.

All seminars include opportunities for presentations by host-nation lawyers on their existing practices or planned military justice system, so DIILS faculty can select the most useful examples and focus small group work on timely needs. Mock trials and administrative hearings, case studies, practical exercises, and group discussions provide practical opportunities to experience relevant portions of the U.S. military system and identify those most useful.

LEGAL ASPECTS OF PEACEKEEPING

This seminar for senior policy-makers, legal advisors, commanders and staff officers covers the full spectrum of legal issues arising in the UN and other international peace operations. The goal of this seminar is to educate participants on the means to address all legal aspects of planned operations. A pre-seminar assessment and planning visit offers the best opportunity for DIILS to build a focused and effective program. Presentations by the host nation are encouraged to focus the briefings and exercises on the host nation needs and on developing workable, country-specific solutions.

The faculty uses case studies, practical exercises, group discussions, and demonstrations to ensure understanding of key legal issues and likely operational challenges, providing a comprehensive and stimulating learning experience. The sample schedule illustrates a range of possible presentations. Each seminar is tailored to the needs of the participants. Topics may include the functions of the UN HQ offices working with Troop Contributing Nations and pertinent legal issues, or the immunities and privileges of peacekeepers under the UN Status of Mission Agreements. A thorough discussion of applicable rules of engagement and the relevant law of armed conflict is a critical component of any seminar on peace operations, as well as legal challenges related to peacekeeping forces, including foreign police units.

DEVELOPING A PROFESSIONAL MILITARY FORCE

This seminar examines the legal framework for developing and maintaining a professional military, a cornerstone of an effective defense sector. The sample schedule illustrates a range of topics.

Faculty, topics, and group discussion themes are selected to meet host nation needs. For example, in countries considering structural changes in recruiting, retaining, and maintaining a professional military, senior military officers and civilian officials (executive, legislative and judicial branches), and related civilians (e.g. NGOs, media) may be interested in presentations on U.S. military standards and procedures in these areas. Presentations and case studies can also be tailored for military officers interested in learning more about U.S. personnel qualifications and continuing education standards for military police investigators or military lawyers (operational advisors, judges, prosecution or defense counsel).

Discussion problems promote small group analysis of standards and systems required to develop a professional military, administered and operated within the rule of law. DIILS can also conduct a CONUS seminar or familiarization visit for a small group of senior military or civilian officials to meet with senior U.S. military counterparts and visit commands attuned to their development needs.

Curriculum Descriptions (Continued)

THE MILITARY'S ROLE IN DISASTER RESPONSE

This seminar is for mid-grade to senior military and civilian officials responsible for organizing and planning a government-wide response to disasters and emergencies. The seminar examines the U.S. National Incident Management System and National Response Framework, as well as the established coordination relationships and responsibilities (including military) at the U.S. national and local levels. The sample schedule offers a range of potential topics.

DIILS faculty includes officials from the Department of Homeland Security, National Guard, state Emergency Operations Centers, and international officers with disaster response experience, as appropriate. While highlighting the benefits of international human rights standards and the importance of integrating rules for the use of force and related training in all planning, the seminar examines ways that military capabilities can be integrated effectively into the overall government response to disasters, including useful domestic laws and potential legal issues.

Civilian and military organizations involved in disaster relief find this seminar useful to develop a common understanding of respective roles and capabilities, and a foundation for future planning. Topic and faculty selection are based on the host nation capabilities and disaster risks. DIILS faculty facilitates discussions and exercises useful in developing interagency cooperation and rules for the use of force in disaster operations. A seminar on organizing and planning for deploying military forces to assist another nation with disaster relief is also available. DIILS can develop a CONUS seminar or familiarization visit for a small group of senior military or civilian officials to meet with senior U.S. civilian or military counterparts and visit a state Emergency Operations Center and military commands with disaster response missions.

BORDER SECURITY - LAND AND MARITIME

This seminar is for mid-grade to senior military and civilian officials who secure national borders against transnational threats. The focus is on developing effective means to address border security challenges within the rule of law by examining the legal issues, international human rights standards, and relevant international agreements.

The sample schedule offers a range of possible topics. The final schedule and DIILS faculty will be selected based on the country team objectives. A seminar for nations with maritime borders might include presentations by a U.S. Coast Guard judge advocate on coastal state law enforcement authorities under the UN Convention on the Law of the Sea, with examples of effective domestic laws drawn from the Coast Guard's Model Maritime Service Code. For nations facing land border challenges, U.S. Department of Justice and Homeland Security lawyers would explain U.S. customs, immigration and terrorism laws, and provide case studies of U.S. efforts to enforce these laws, including investigations and prosecutions.

The faculty uses presentations, case studies, exercises, and group discussions to outline a systematic approach to border security operations. DIILS encourages presentations by host nation officials in order to focus discussions on relevant international and domestic laws.

This seminar is a useful way to bring together officials from the host nation or regional organizations to clarify their respective roles and build interagency cooperation. DIILS can also conduct a CONUS seminar or familiarization visit on this topic for a small group of senior officials to meet with U.S. counterparts and visit facilities / units involved in securing U.S. land and maritime borders.

TERRORISM, COMPUTER CRIMES, AND THE INTERNET

This seminar is designed for military officers and civilian officials involved with fighting terrorist activity in the cyber/digital world, including policy-makers, investigators, prosecutors, legislators, and staff. This program builds on national or regional experience, using faculty drawn from the Department of Justice Computer Crimes and Intellectual Property Section and other agencies with expertise on the legal aspects of combating terrorist crimes, computer crimes, and the abuse of the internet to spread propaganda and conduct cyber attacks on government or critical infrastructure.

The seminar offers opportunities for presentations by the host nation or regional officials describing current threats, organizational capabilities, and authorities. DIILS faculty provides U.S. case studies and facilitates small group discussions of realistic scenarios in which participants develop solutions in light of relevant law. DIILS can also conduct a CONUS visit to Washington D.C. for a small group of senior officials to discuss lessons learned with counterparts in the U.S. Departments of Justice and Homeland Security

Curriculum Descriptions (Continued)

MARITIME LAW

This seminar for military officers and civilian officials engaged in traditional naval roles, maritime law enforcement, and coastal and border security, aims to enhance maritime capacity in the areas of international law of military operations and maritime law enforcement. The seminar can be tailored to the experience level of the participants and applicable threats. The program begins with an introduction to the UN Convention on the Law of the Sea, then focuses on more specific regional issues, as illustrated in the sample schedule. Highlights include briefings on piracy, and comparisons between the law of armed conflict and maritime law enforcement, and rules of engagement and rules on the use of force.

The faculty includes U.S. military judge advocates and federal attorneys with recent and relevant experience in combating maritime terrorism, border security, law enforcement, and piracy. They facilitate group discussions of real-world maritime scenarios in which participants develop solutions within applicable law. DIILS can also conduct this as a regional seminar.

SOLARA

This seminar focuses on the Legal Aspects of Rules of Engagement (ROE) and Rules for the Use of Force (RUF) relevant to stability operations in Afghanistan. It is designed for forces that are deploying, continuing, or supporting deployments to Afghanistan.

The objective is to address the legal, operational, and policy aspects of rules of engagement in Afghanistan, through case studies and discussion of real-world incidents, including: the relevant law of armed conflict; coalition rules of engagement; and insurgent use of various improvised explosive devices. The resulting analysis explains the necessity to vary supplemental rules of engagement.

This seminar also examines the challenges and procedures for deploying forces to Afghanistan, working with public affairs, international human rights laws, fourth generation warfare, and counterinsurgency doctrine. It includes a review of ISAF rule of law operations, combatant detention and detention scenarios, and the legal and operational challenges of concealment methods and techniques.

LEGAL ASPECTS OF SECURITY SECTOR DEVELOPMENT AND REFORM

Countries seeking to enhance the professionalism and capabilities of their armed forces often focus on training and equipment, but the greater challenge is to balance national security requirements with the legal underpinnings of democracy: transparency, accountability and oversight. Addressing these challenges early is critical to successful security-sector development and reform efforts.

In a workshop setting, participants collaboratively identify and analyze the legal issues that drive reform, identify the areas that would benefit most from new or updated legislation, and define recommendations they present to senior host nation and U.S. embassy officials. DIILS team members provide the legal expertise to facilitate productive discussion and to translate concepts into legislative proposals. The workshop final report typically forms the basis for governmental consideration of future legislation.

A DIILS security sector development and reform workshop examines the following issues: international trends and security sector legal framework; executive and legislative branch control of security forces; the role of security forces and their responsibilities to the state; legislation relating to control of the army; legislation relating to control of the national police; role of the security ministries; roles of the ministry of interior security forces; due process rights under the criminal justice system; and the role of parliamentary oversight bodies.

A workshop report typically addresses these topics:

- The armed services chain of command and the authority to deploy forces in response to domestic violence, international terrorist threats, or external aggression
- Civilian control and oversight mechanisms for such deployments to ensure adequacy
- The responsibilities of the national police and the adequacy of resources for them to accomplish assigned tasks, remain isolated from political interference in the promotion and assignment process, and the adoption of an escalation of force continuum to protect officers from political retribution
- Resourcing the ministry of defense (MoD) adequately

Curriculum Descriptions (Continued)

- The MoD's responsibility to avoid duplication of effort with the National Security Advisory Council and ensure that control of missions, planning, and spending are regulated and transparent
- Developing statutes to authorize the ministries of justice and interior to prosecute relevant crimes, including domestic terrorist activity, protect the interests of society, foster systemic communication and interagency cooperation, and formalize systems for merit-based promotions
- Harmonizing due process rights and international human rights standards, providing training on citizens' rights to security sector officers, and educating citizens about their rights
- Building mechanisms for parliamentary oversight of security sector issues and assessing provisions once enacted
- Developing a robust system of military justice and non-judicial discipline

POST-CONFLICT MILITARY LAW DEVELOPMENT

African countries face a variety of challenges – brutal regimes, extended periods of instability, conflict, or fragile post-conflict conditions. In affected areas, the military and national security forces are among the few government entities with the authority and resources to effectively contribute to security, peace and stability. Yet, some military and security forces in these areas operate without a legal system that offers basic rights and protections in accordance with international human rights and humanitarian law.

The rule of law is a prerequisite to building accountable and transparent defense institutions and enduring security sector reform. Consistent with security cooperation priorities, DIILS seeks to build the military justice and legal capacity of the armed forces of nations in these post-conflict areas. To accomplish this, DIILS works with instructors from the host country to train military personnel. The training promotes the notion of how disciplined and professional military operations conducted in accordance with the rule of law will contribute to national and regional stability. Another course focuses on the ravages caused by corruption within a state's security services and how to combat such corruption.

The Post-Conflict Military Law Development program relies on multi-year funding and is coordinated with other AFRICOM security cooperation efforts. A multi-phase approach maximizes DIILS' collaboration with host country forces and international entities, such as the United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO) and the International Military Assistance Training Team (IMATT) in Sierra Leone. It has also resulted in DIILS teams conducting training in remote areas, not only in the host country's capital. In the DRC, DIILS has conducted programs in each military administrative district, and has integrated its military justice programming into related training sponsored by the United States and other partner nations (e.g., the Netherlands, India, and Pakistan).

Typical phases of the DIILS post-conflict military law development program include:

1. In-Country Assessment and/or CONUS Planning Visit
2. Collection, Translation, and Reproduction of Critical Country-Specific Documents
3. Military Justice/Corruption Programming for the Military Justice Community
4. Rule of Law Programming for Unit Commanders, Cadets, NCOs, and Others
5. DIILS Resident Programs and Other Advanced In-Country Programming

RESIDENT COURSE CURRICULUM

STABILITY OPERATIONS: LEGAL ASPECTS OF ROE/RUF AFGHANISTAN (SOLARA) (MASL P176017)

The two-week SOLARA course focuses on the Legal Aspects of Rules of Engagement (ROE) and Rules for the Use of Force (RUF) relevant to stability operations. It is designed for forces that are deploying, continuing, or supporting deployments to Afghanistan.

The objective is to address the legal, operational, and policy aspects of rules of engagement in Afghanistan, through case studies and discussion of real-world incidents, including: the relevant law of armed conflict; coalition rules of engagement; and insurgent use of various improvised explosive devices. The resulting analysis explains the necessity to vary supplemental rules of engagement.

Curriculum Descriptions (Continued)

This course also examines the challenges and procedures for deploying forces to Afghanistan, working with public affairs, international human rights laws, fourth generation warfare, and counterinsurgency doctrine. It includes a review of ISAF Rule of Law Operations, combatant detention and detention scenarios, and the legal and operational challenges of concealment methods and techniques.

Participants visit New York City, where they have an opportunity to speak with anti-terrorism experts at the United Nations and in the New York area. They also take part in cultural familiarization activities in Newport, RI and New York City under the DIILS Field Studies Program (FSP).

Recommended Attendees:

- Forces deployed or continuing deployments to Afghanistan
- Military and government leaders working in or leading stability operations.
- Attendees who will not deploy to Afghanistan will find useful lessons that can be applied to other operations.

Course Focus:

- Legal and operational challenges of stability operations.
- Supplemental rules of engagement for operations, rules for the use of force in security functions and operations, and the law of armed conflict, from a U.S. and international perspective.
- Challenges, such as targeting, intelligence legal advice and coalition rules of engagement in irregular warfare.
- Case studies: responding to insurgent use of improvised explosive devices, investigation of use of force incidents, application of Status of Forces Agreements (SOFA), and force protection techniques, such as tactical control points.
- Challenges and procedures of deploying forces to Afghanistan, working with public affairs, conducting rule of law operations and concealment methods and techniques.

2012 Course Dates: 23 July - 3 August. Participants should plan to arrive on 18 July and depart on 4 August.

LAW OF ARMED CONFLICT AND HUMAN RIGHTS (LCHR) (MASL P176019)

This three-week course for military commanders and staff officers is offered twice a year in Newport, RI. LCHR enables participants to understand and implement their nation's commitment to adhere to international legal instruments that control the use of force and treatment of persons in the context of all types of military operations including those that involve international cooperation. Participants identify human rights and law of armed conflict issues that arise in the context of military operations and learn the general areas of the law that serve as standards for resolving these issues. They also take part in cultural familiarization activities in Newport, RI, Boston, MA, and New York City under the DIILS Field Studies Program (FSP).

Recommended Attendees:

- Non-lawyer military officers (e.g., commanders and staff officers) who are or may be involved with unilateral internal security, border security or counter-terrorism operations, or coalition operations, such as UN or NATO operations.
- Civilian officials who are involved with planning or oversight of military operations.
- Military legal advisors may attend this course, but will find that the DIILS Military Law Development Program (MLDP I and II) provides the additional coverage of legal issues necessary for preparation as a legal advisor. MLDP participants attend LCHR, but receive additional instruction on military justice and international law.

Course Focus:

- How to conduct military operations, including multinational operations, in accordance with the law of armed conflict and human rights law.
- The application of international humanitarian law (law of armed conflict) and human rights law to a variety of domestic and international operations including NATO, UN peacekeeping, humanitarian relief, border security, internal security, and counterterrorism operations.
- The course features military speakers with recent and relevant experience, interactive exercises, and case studies. Please see sample course schedules.
- 2012 Course Dates:

Class one: 16 April – 4 May. Participants should plan to arrive on 11 April and depart on 5 May.

Class two: 15 Oct- 2 November. Participants should plan to arrive on 10 October and depart on 3 November.

Curriculum Descriptions (Continued)

THE INTERNATIONAL LAW OF MILITARY OPERATIONS COURSE (ILOMO) (MASL P176027)

This 3 week course equips military legal advisors to advise commanders on the legal aspects of operations and play a more constructive role in operational planning. The ILOMO faculty of subject matter expert instructors from DIILS, the Naval War College, and Naval Justice School (NJS) join experienced military legal advisors from the U.K., Canada, Australia, Germany, and other countries to present the most up-to-date developments for military legal advisors. ILOMO participants join NJS students for lectures and practical exercises. Participants will take part in cultural familiarization activities in Newport, RI, Boston, MA, and New York City under the DIILS Field Studies Program (FSP).

Recommended Attendees:

- Advanced course for military legal advisors, but open to military commanders and staff officers. Please consult with the DIILS Resident Course Director about sending a non-lawyer to ILOMO.
- Parts of the ILOMO course are combined with the Naval Justice School's Law of Military Operations (LOMO) course for U.S. Navy and Marine Corps Judge Advocates.

Course Focus:

A complete overview of law and military operations.

- The latest developments in the application of international legal standards to military operations, including the Law of Armed Conflict, Law of the Sea, rules of engagement, status of forces agreements, environmental law and counter-terrorism and counter-piracy.
- A Firearms Training Simulator exercise tests the application of principles of International Law of Armed Conflict, Use of Force, and Rules of Engagement.
- The combined ILOMO-LOMO sessions offer opportunities to exchange views and develop working relationships with U.S. counterparts. Please see sample course schedules.

2012 Course Dates: 11-28 June. Participants should plan to arrive on 6 June and depart on 29 June.

MILITARY LAW DEVELOPMENT PROGRAM (MASL P176026 & P176029)

This combines several DIILS programs to provide military legal advisors with a comprehensive military law curriculum which includes military justice and operational law. The operational law component covers international law, human rights law, law of armed conflict, and rules of engagement. Participants practice providing legal advice to commanders in role-playing exercises. The military justice component features advanced legal concepts in criminal law, procedural due process, and a comparative analysis of military law of other nations.

Participants visit the U.S. Court of Appeals for the Armed Forces in Washington, D.C. and discuss military law with practitioners. They visit with key United Nations officials at UN Headquarters in New York City, and take part in cultural familiarization activities in Newport, RI, Boston, MA, New York City, and Washington D.C.

Recommended Attendees:

- Individuals whose legal training qualifies them to practice law in their nation (military judges, prosecutors, investigators, staff legal advisors.)
- Please consult with the DIILS Resident Course Director about which of the two MLDP courses is the best option for the participant you wish to send.

Course Focus Options:

Both MLDP courses (Fall and Spring) cover military law and operational law and are useful for any military legal advisor. However each course has a special emphasis described in the chart below.

	MLDP I (Fall) (MASL P176026)	MLDP II (Spring) (MASL P176029)
Included DIILS courses	LCHR and LCC	LCHR and ILOMO
Recommended attendees	Military justice advisors, judges and prosecutors	Staff military legal advisors
Special emphasis	Military justice and corruption prosecution	Operational Law in a coalition operation
2012 Course Dates	15 October to 21 December	16 April to 28 June

Curriculum Descriptions (Continued)

LEGAL ASPECTS OF COMBATING TERRORISM (LCT) (MASL P176028)

The goal of this 3 week course is to explore effective means for combating terrorism within the rule of law. LCT covers the international law that applies to combating terrorism in three contexts: internal disturbances (domestic crime); internal armed conflict (a common tactic of insurgents); and international armed conflict. The emphasis on interagency cooperation is achieved through instructors who are anti- and counter-terrorism experts from the U.S. Departments of Defense, Justice, and Homeland Security.

Participants travel to New York City, where site visits and briefings are planned with the U.S. Coast Guard (maritime security), United Nations Combating Terrorism Committee Executive Directorate (anti-terrorism, consequence management), and an Emergency Management Operations Center (interagency coordination in crisis response). Participants also take part in cultural familiarization activities in Newport, RI, Boston, MA, and New York City under the DIILS Field Studies Program (FSP).

Recommended Attendees:

- Military officers and civilian officials who are, or who plan to be, involved with law enforcement or military efforts to combat terrorism.
- The course is designed for non-lawyers, although lawyers will find the lectures and curriculum will deepen their understanding of the relevant law and the discussion of effective methods of combating terrorism making them more effective advisors to policy-makers, law enforcement, or military counter-terrorism practitioners.

Course Focus:

- The international law that applies to combating terrorism in each of its three contexts: internal disturbances (domestic crime); internal armed conflict (insurgencies); and international armed conflict.
- Interagency cooperation.
- Requirements include extensive readings, small group discussion problems and role-playing exercises on applying the Rules for the Use of Force and Rules of Engagement, including participation in a Firearms Training Simulator exercise.

2012 Course Dates:

Class one: 19 March to 6 April. Participants should plan to arrive on 14 March and depart on 7 April

Class two: 20 August to 7 September. Participants should plan to arrive on 15 August and depart on 8 September.

LEGAL ASPECTS OF COMBATING CORRUPTION (LCC) (MASL P176040)

Corruption in the defense sector hinders military efficiency, erodes confidence in democratic governance, and facilitates transnational crime and terrorism. LCC covers the international legal framework for combating corruption, and the interplay of national law and policy within that framework. It enhances participants' ability to act against public corruption in the defense sector; improve national efforts to prevent, detect, investigate and prosecute corrupt practices. LCC promotes interaction among participants and with policy-makers, corruption prevention experts and law enforcement officials.

Each participant analyses his or her national defense sector approach to combating corruption relative to international standards and best practices. The faculty includes anti-corruption practitioners representing local, state and federal government, nongovernmental organizations and the media.

During the new three-week LCC course, participants take part in cultural familiarization activities in Newport, RI, Boston, MA, and Washington D.C. under the DIILS Field Studies Program (FSP).

Recommended Attendees:

- Mid-grade and senior military and government officials engaged in activities intended to prevent, detect, investigate, and prosecute corruption in the defense.

Course Focus:

- Mechanisms of Transparency and Accountability, Standards of Conduct, Investigation and Prosecution of Corruption Offenses, the International Legal Framework for Anti-Corruption Programs, and International Cooperation and Assistance.
- Case studies from international and domestic settings, such as former U.S. Air Force procurement executive Darleen Druyun, and former U.S. Congressman Randall Cunningham.

Curriculum Descriptions (Continued)

2012 Course Dates: 3-21 December. Participants should plan to arrive on 28 November and depart on 22 December.

U.S. COAST GUARD MODEL MARITIME SERVICE CODE (USCG MMSC)

The purpose of the MMSC program is to develop or enhance a maritime service and the domestic laws the maritime service enforces. The program can assist maritime nations in strengthening their naval and Coast Guard forces in areas relating to border security, national defense, counter-terrorism, maritime law enforcement, search and rescue, merchant marine safety, aids to navigation, and environmental protection.

Although the 2008 MMSC was designed to give partner nations a tool to update or modernize their maritime infrastructure, enforcement frameworks and regulations, including legislative changes, with a degree of independence, the level of assistance needed to carry out these changes depends on numerous factors. Since the USCG MMSC was first developed in 1994, training has been conducted in over 20 countries.

More information on the USCG MMSC program is available in the U. S. Coast Guard's International Training Handbook.

Multi-Phase Approach

The USCG MMSC program follows a multi-phase approach, consisting of a country assessment, a planning visit, and an action phase. However, assistance under the USCG MMSC program can be tailored to suit the maritime initiatives and challenges of individual countries.

ASSESSMENT (MASL P319132)

U.S. Coast Guard mission specialists and attorneys travel to the participating country to conduct an assessment of the country's domestic maritime activities and related legal structure.

PLANNING VISIT (MASL P319133)

Delegates from the participating country visit the United States to observe how maritime matters are handled by the U.S. Coast Guard, Navy, and other agencies, and to develop plans for maritime regulatory initiatives and legislative changes that best meet their needs.

ACTION PHASE (MASL 319140)

When program preparations are complete, mission specialists and attorneys typically return to the participating country to assist in fine-tuning maritime policy initiatives. These visits can involve operational training for maritime personnel, or assistance with drafting regulations, legislation, or strategic planning documents.

Curriculum Descriptions (Continued)

2012-2013 Resident Courses at a glance

Course Title	MASL & MAX. SIZE	Dates	Length	ECL	Cost IMET/ CT FMS Full	Cost FMS NATO FMS Incr.	TLA Est
Stability Operations: Legal Aspects of ROE/ RUF Afghanistan (SOLARA)	P176017 30	23 July - 3 Aug 2012 22 July - 2 Aug 2013	2 weeks	80	<u>\$4,906</u> \$4,926	<u>\$4,974</u> \$4,897	\$122
Law of Armed Conflict and Human Rights (LCHR)	P176019 30	16 April – 4 May 2012 15 Oct – 2 Nov 2012 15 April-3 May 2013 14 Oct – 1 Nov 2013	3 weeks	80	<u>\$9,952</u> \$11,628	<u>\$11,492</u> \$10,109	\$121
Military Law Development Program (MLDP-I)	P176026 15	15 Oct – 21 Dec 2012 14 Oct – 20 Dec 2013 (includes LCHR and LCC)	10 weeks	85	<u>\$18,049</u> \$18,666	<u>\$18,041</u> \$18,162	\$117
International Law of Military Operations Course (I-LOMO)	P176027 20	11 - 28 June 2012 10 -27 June 2013	3 weeks	80	<u>\$6,925</u> \$7,419	<u>\$7,214</u> \$7,043	\$120
Legal Aspects of Combating Terrorism (LCT)	P176028 45	19 Mar - 6 April 2012 20 Aug - 7 Sept 2012 18 Mar – 5 April 2013 19 Aug – 6 Sept 2013	3 weeks	80	<u>\$6,880</u> \$7,398	<u>\$7,194</u> \$7,022	\$114
Military Law Development Program (MLDP-II)	P176029 15	16 April - 28 June 2012 15 April – 27 June 2013 (Includes LCHR and ILOMO)	11 weeks	85	<u>\$21,055</u> \$22,503	<u>\$21,753</u> \$21,650	\$116
Legal Aspects of Combating Corruption (LCC)	P176040 30	3-21 Dec 2012 2-20 Dec 2013	3 weeks	80	<u>\$16,917</u> \$18,015	<u>\$17,750</u> \$17,148	\$114

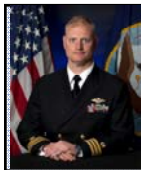
- All courses are taught at Harbor Island Conference Center, Naval Station Newport, Rhode Island. Students are housed in Bachelor Officer Quarters (BOQ).
- SCOs should request quotas through NETSAFA.
- ECL means “English Comprehension Level”. The test score is required for international students nominated to participate in DIILS Resident Courses. Contact NETSAFA if a waiver for minimal ECL is requested.
- IMET, CTFP, and FMS course costs listed above are set through FY 12. Funding source options are shown in the Course Title column. Course costs include Field Studies Program (FSP) charges of \$70 per week and a cost for transportation during the course. Course cost does not include the cost of airfare or Temporary Living Allowance (TLA).
- TLA daily rate is calculated using the proportional meals rate of \$50 on workdays in Newport, RI. The other days charged are calculated at a full Newport, RI TLA rate of \$77 per day. Students pay the BOQ charges of \$56 per day from their per diem.
- DIILS Resident Courses are EIMET certified. SOLARA, LCT, ILOMO and LCC are preapproved for CTFP. Other DIILS Resident Courses may be approved for CTFP on a case by case basis.
- Point of Contact: Bill Aseltine, Resident Program Director, William.Aseltine@DSCA.Mil Phone 401 841 1524 ext 199.

Professional Resources



CAPT Robert A. Sanders, JAGC, USN
Director

Responsible for leading the lead defense security cooperation resource for professional legal education, training, and rule of law programs for international military and related civilians globally. Military law, international and operational law.



CDR Scotch Perdue, JAGC, USN
Deputy Director

Responsible for leading a command that serves as the lead defense security cooperation resource for professional legal education, training, and rule of law programs for international military and related civilians globally. Military law, international and operational law.



CDR Mike Fazio, JAG, USCG

Responsible for providing legal advice to U.S. Coast Guard commands on a wide range of issues, including maritime homeland security, maritime law enforcement, environmental protection, and military justice matters.



Jeffrey Stefani
Special Assistant for Plans and Strategy

Develops strategy, policy and planning guidance for the development and assessment of rule of law security cooperation programs. Ensures programs are consistent with strategic guidance. Oversees DIILS business operations and outreach efforts.



Christopher Hardaway
Regional Program Director

Responsible for developing and supervising legal security cooperation programs in AFRICOM. Past experience in international development (USAID) and training.



Nathan W. Kearns
Regional Program Director and 1206 Program Manager

Responsible for developing and supervising legal security cooperation programs in EUCOM and PACOM, and management of DIILS implementation of human rights training for section 1206 programs. Manages SOLARA course curriculum (resident and mobile).



John T. Phelps
Regional Program Director

Responsible for developing and supervising DIILS legal security cooperation programs in CENTCOM, SOUTHCOM and NORTHCOM. Develops curriculum for peacekeeping, rules of engagement, small arms control and other areas of international and operational law.



Jonathan Edwards
Curriculum Head

Responsible for development of innovative curriculum for adult learning used in all DIILS programs.



William Aseltine
Resident Program Director

Oversees planning, execution, and evaluation of all DIILS resident programs offered at Newport, RI, along with associated Field Studies Programs.



Don Ferland
Curriculum Developer

Specializes in simulations design. Preferring to develop his own method of instruction, he designed over one hundred interactive simulation games on law, finance, and history using best instructional design practices.



Barry Harrison
Curriculum Developer

Responsible for developing and updating innovative rule of law curricula for adult learners.

Mission

Strengthen partner-nation medical capacity and consequence management capabilities through education and training.

The Defense Institute for Medical Operations (DIMO) is a dual-service agency comprised of Air Force and Navy personnel committed to providing world class, regionally-focused, healthcare education and training to partners around the world. DIMO is a small facilitating agency that utilizes subject matter experts throughout the Department of Defense (DoD) and USG organizations to develop curricula and teach courses around the world.

DIMO courses provide critical medical operational education and training designed to enhance capability, capacity, and interoperability of our partner nations. Our emphasis is on building international healthcare bridges, disaster preparedness, communicable disease prevention, and the ability to address healthcare issues. DIMO provides a unique opportunity for Defense Medical Services to contribute to coalition partnerships.

DIMO facilitates professional development and exchange among countries, with the goal of creating a shared desire to promote and implement Global Health. The Defense Security Cooperation Agency (DSCA), as DoD's focal point for international education and training, shares this vision and provides sponsorship through International Military Education and Training (IMET) and Humanitarian Assistance programs.

DIMO has trained more than 7500 students from 124 countries. DIMO's offerings emphasize five major areas: Healthcare Policy Management; Disaster Planning and Consequence Management; Patient Transport and Evacuation; Disease Prevention and Management; and Biosecurity/ Biosafety.



DIMO's goal is to facilitate professional development and exchange among countries, with the goal of creating a shared desire to promote and implement Global Health. The Defense Security Cooperation Agency (DSCA), as the Department of Defense's (DoD's) focal point for international education and training, provides sponsorship through International Military Education and Training (IMET) and Humanitarian Assistance programs.

Col Timothy L. Pendergrass,
Director

<http://www.dimo.af.mil>

Commercial Phone:
(210) 292-0955
DSN: 554-0955

Defense Institute for Medical
Operations
AFMSA/SGXI
2201 Pepperrell St,
Bldg 3550
Lackland AFB, TX 78236

Email:
alicia.hudson.1.ctr@us.af.mil

Curriculum Descriptions

LEADERSHIP COURSE IN BIOSECURITY/BIOSAFETY PLANNING AND IMPLEMENTATION – EXPANDED (E-IMET) MASL D175052-RESIDENT COURSE

Background: Biosafety, the protection of laboratory workers from dangerous pathogens in clinical and research laboratories, is critical for the safety of these skilled personnel as well as the prevention of pathogen transmission to neighboring populations. These pathogens and the intellectual property surrounding them may be sought by foreign or domestic adversaries with nefarious intent. The discipline of biosecurity seeks to protect potentially dangerous microbial agents, processes and/ knowledgeable staff from the harmful intentions of dangerous people.

Summary of Program Scope: DIMO developed this Course as a high-level biosecurity/ biosafety program which responds to the needs of international military and civilian national partners. This course supplements and extends biosafety/ biosecurity training offered by other agencies of the government. The program addresses national planning to reduce risks associated with medical, research and public health laboratories as well as repositories utilizing dangerous pathogens through a strategy of consolidation and increased security. The evolution of biological safety requirements, including procedural and engineering considerations for clinical and research laboratories, are reviewed. A convincing rationale for the necessity of a biosecurity program is followed by step-by-step procedures for course participants to apply toward laboratory biosecurity programs at home. The course proceeds through four temporal phases of biosecurity/biosafety strategy including planning and preparation, event recognition, response and intervention, and putting it all together /plan reassessment. The curriculum relies heavily on case-based learning, utilizing contemporary and historical real-world examples of failures in biosafety and biosecurity to emphasize key concepts. Exercises in scenario-based development of biosafety and biosecurity plans are reinforced by real world examples such as recent case studies involving Congo-Crimean hemorrhagic fever in the Middle East. Ultimately a scenario-based competition develops and challenges biosecurity plans. The resident course emphasis may vary from year to year as influenced by shifting worldwide infectious disease threats and contemporary events impacting biosecurity and global security. DIMO course staff, partnered with other organizations, endeavor to present a diverse and relevant mix of instructors and experience.

Course Objectives: Assist national strategy refinement for planning and implementation of biosafety and biosecurity programs for medical, public health and research laboratories and repositories. Ensure the safety of medical and laboratory personnel and the security of biologically hazardous materials, processes, and trained personnel. Understand national security implications of intentional and accidental exposure and misuse of naturally occurring biologically hazardous agents and design local and national approaches to consolidate and secure dangerous materials while advancing research and public health objectives.

Course Duration: 5 Days, English Comprehension Level (ECL) requirement is 80, unclassified. Translation will be provided in Arabic, French, and Russian. Due to space limitations in the labs, only 40 seats are available.

How Offered: The Biosecurity/Biosafety Course is Expanded International Military Education and Training (E-IMET) eligible and is requested through the Air Force Security Assistance Training Squadron (AFSAT).

Intended International Audience: The resident course is intended for high-level government and civilian decision-makers, national security officials, medical planners, laboratory and science directors, public health and epidemic response officials.

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

Curriculum Descriptions (Continued)

EXECUTIVE HEALTHCARE RESOURCE MANAGEMENT (EHRM) (E-IMET) MASL D175466-RESIDENT COURSE

Description: The Defense Institute for Medical Operations (DIMO), located at Lackland AFB, Texas offers this 2 week course on Executive Healthcare Resource Management annually. The course is designed to address the following topics: Healthcare Systems, Managed Care Tools and Quality and Performance Improvement Applications and Processes. Additional topics include: Population Health; Health Service Delivery, Healthcare Quality, Resource Management, Healthcare Technology, Patients Rights, Safety Regulations, Healthcare Law and Ethics and Communication.

Design: A faculty of experts will combine presentations on Executive Healthcare Resource Management utilizing group discussions and classroom exercises. Participants should be prepared to share their experiences and insights relating to the above subjects. Participants are asked to be prepared to give a 15 minute presentation on the Healthcare Delivery System (Military and Civilian) in their country. Participants will visit both military and Veterans Administration medical facilities and clinics in San Antonio. The course is designed for officers and civilian equivalents who are assigned to executive healthcare management positions in their countries to include Ministry of Health, Ministry of Defense and civilian officials.

How Offered: The Executive Healthcare Resource Management Course is Expanded International Military Education and Training (E-IMET) eligible and requested through the Air Force Security Assistance Training Squadron (AFSAT). Duration is 10 days; the English Comprehension Level (ECL) requirement is 80, unclassified. For IMET-Sponsored students, Security Assistance Officers (SAO) are authorized to purchase roundtrip transportation and to pay International Military Student (IMS) total living allowance entitlements at the time of departure (full advance). SAOs should annotate the amount paid at the actual JFTR rate for Lackland AFB, Texas. Due to space limitations only 20 seats are available.

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

HIV/AIDS PLANNING AND POLICY DEVELOPMENT EXPANDED IMET (E-IMET) MASL D175467-RESIDENT COURSE

Background: Militaries form an important population bridge for HIV transmission, having both increased risk for acquiring HIV and increased ability to transfer it between geographically distant populations. A consequence of this high infection prevalence is that the infected soldiers may be symptomatic and not able to function. It is impossible to maintain a secure, robust, highly trained and effective fighting force with so heavy an attrition rate. In many developing nations, a solid military represents the most significant stabilizing force to preserve civil order and the rule of law. Better prevention and treatment of HIV/AIDS in military organizations will improve health security and enable affected countries to assume leadership roles in the promotion of regional stability and security.

Program Scope: The purpose of this course is to develop effective and transparent force and resource planning for military HIV prevention and treatment programs. This is a peer-based education course emphasizing understanding and implementation of best practices of military HIV engagement programs. A faculty of experts will combine presentations on HIV/AIDS strategies and policy options utilizing group discussions, classroom exercises, and presentations by course participants on country-specific issues. Representatives from the Office of the Surgeon General, Ministry of Defense, Ministry of Health, and HIV program coordinators are examples of individuals who would comprise the ideal participant. Participants will be asked to bring information on their HIV/AIDS strategies and policies to present to others during the poster session. The course draws together leadership from military

Curriculum Descriptions (Continued)

medical command structure along with medical and public health experts to provide a forum for communication. Emphasis is placed on leadership planning for optimal utilization of constrained resources for maximum effect in maintaining a fit and competent military force.

Special emphasis is placed on dealing with HIV issues in the military peacekeeper role. Students work together in regionally organized small groups on problem solving tasks such as HIV prevention program development and anti-retroviral therapy program implementation. These group exercises teach through skill-based learning the importance of regional cooperation for problem solving, and make apparent the obvious benefit that is had by improving interoperability in planning and response. Selected expert speakers help students identify resources for program development, funding and identifying target populations for program focus in their nation.

Course duration: 6 days; **Course Size:** 80 students; **Location:** San Antonio, Texas; **Intended Target Audience:** senior civilian and government officials from the Ministry of Defense, senior military line officers and staff officers responsible for health care planning and delivery, officers involved with HIV program development.

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil or Medical Course Administrator, Edward A. Chagoy at (210) 292-9226, e-mail: edward.chagoy.1.ctr@us.af.mil

LEADERSHIP PROGRAM IN DENTISTRY AND DENTAL HEALTH SYSTEM MANAGEMENT-MOBILE EDUCATION TEAM (MET) MASL D309061

Background: Historically, dentistry has been an overlooked area of medicine; dental disease can be a significant obstacle preventing personnel from accomplishing their mission. Preventive dentistry measures have been shown to dramatically decrease the incidence of dental disease. Managing and treating active dental disease ensures a ready, healthy force. Effective infection control practices can prevent disease transmission to patients and dental personnel. Dental forensic identification has played a critical role in disaster response operations. This highly interactive course was developed to cover various areas of dentistry to assist health care personnel, military commanders and public health officials develop robust oral health programs.

Summary of Program Scope:

The course will consist of didactic and hands-on instruction that address five major areas:

- Dental Infection Control measures to protect the patient, provider and staff
- Forensic Dentistry Identification techniques in a mass casualty disaster (field exercise scenario)
- Field Dentistry Equipment familiarization and Dental Readiness Program blueprint for military personnel
- Dental Public Health & Preventive Dentistry measures
- Management of Dental Emergencies, Dental Disease and Pediatric Dentistry

At the end of this course, attendees will be familiar with:

- Infection control procedures to create a safe working environment for themselves and their patients.
- Principles necessary to identify human remains by dental means.
- Utilization of field dental equipment
- Dental readiness classification system to minimize dental emergencies
- Public health measures to improve the dental health of a given population
- Teaching proven preventive oral health techniques
- Identification and management of most common dental emergencies
- Current techniques in the management of dental disease
- Identification and management of the high caries risk patient
- Identification and management of dental disease in children
- Management of special needs children

Curriculum Descriptions (Continued)

Course Duration: 5 days; **Class Size:** 50 students is maximum; **How Offered:** Conducted in the host country by an MET.

Intended International Audience: Dentists, dental auxiliary staff and any health care professional (physicians, nurses, allied health personnel) responsible for delivery of oral healthcare. Military leaders, health care executives and public health officials responsible for strategic oversight of dental health care policy will also benefit.

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

LEADERSHIP COURSE IN REGIONAL DISASTER RESPONSE AND TRAUMA SYSTEM MANAGEMENT-EXPANDED IMET (E-IMET) MOBILE EDUCATION TEAM (MET) MASL D309011

Background: The ability for a community to respond to a disaster is greatly enhanced by previous planning, training and preparation. The optimum method of response starts with a coordinated effort from all responders. A successful response requires the development, exercise and testing of this response system prior to the disaster. The Trauma and Disaster course is designed to facilitate the development of this response system as well as to train individual responders.

Program Scope: Disaster response and trauma systems are recognized as key elements that must be intact for a society to effectively manage manmade and natural disasters. The objective of the disaster and trauma course is to provide regional leaders a foundation for building disaster/trauma systems by acquiring the necessary theory, concepts, and educational tools. The ultimate goal of this six day train-the-trainer program is to improve host nations' abilities to manage threats/crises and respond in neighboring countries, if necessary, working as coalition partners. The curriculum concentrates on resource management, leadership, and planning principles. It further demonstrates the skills necessary for system development and continued education programs. Some examples of training emphasis include the following: field surgical management of various injuries and traumas, management of communication and public affairs assets for disaster response, disease control after natural disasters.

Course Objectives: Provide regional leaders a foundation for building disaster/trauma systems by acquiring the necessary theory, concepts, and educational tools. To improve host nations' abilities to manage the threats/crises themselves and respond in neighboring countries and work as coalition partners.

Course Duration: 6 days; **Recommended Class Size:** 45 students; **How Offered:** Conducted in the host country by an MET; **Team Composition:** 10 instructors to include surgeons, nurses, public health specialists, and medical planners.

Intended International Audience: Medical personnel intimately involved in trauma/disaster response to include surgeons, emergency room physicians, senior nursing leaders, senior medical technicians, emergency management personnel, hospital administrators and public health personnel such as epidemiologists and infectious disease. Audience may include civilian personnel.

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

Curriculum Descriptions (Continued)

PUBLIC HEALTH EMERGENCIES: HUMANITARIAN ASSISTANCE AND DISASTER RESPONSE" MOBILE EDUCATION TEAM: MASL D309017 (E-IMET)

Background: Public health is a significant part of the overall strategy for disaster response throughout the world. There is no event that so severely tests the adequacy of a nation's public health infrastructure as the occurrence of a sudden natural or manmade disaster. An initial rapid needs assessment and tailored robust public health response are key for a society to effectively manage and quickly recover from disasters. This entails integrated public health systems and purposeful planning processes at the local, national, and regional levels. Optimal disaster response requires civilian and military cooperation. Civilian and military organizations have unique responsibilities for establishing effective disaster response and public health systems. The goal of the training is to strengthen host nations' core capacities to prepare for and manage public health emergencies, natural or manmade, and to augment regional response to disasters .

Summary about Program Scope: The "Public Health Emergencies: Humanitarian Assistance and Disaster Response" program combines seminars in minimal international standards, environmental health, epidemiology, rapid needs assessment, and disease surveillance with practical applications. Lecture topics address the civilian-military collaboration in the context of Inter-Agency Standing Committee (IASC) guidelines for complex emergencies. Over 50 percent of the program is devoted to practical experiences, which develops the core capacities for public health emergency response. The objectives are to 1) increase collaboration/cooperation between military and civilian public health entities in times of disasters; 2) identify minimum public health international standards for emergency response per Sphere Project Handbook; 3) adapt and conduct the IASC Initial Rapid Assessment (IRA) tool/process in crises responses; and 4) identify and apply World Health Organization (WHO) and U.S. Centers for Disease Control and Prevention (CDC) principles for effective surveillance programs in disasters, improving compliance with the International Health Regulations (IHR, 2005).

Course Duration: 4 days; **Class Size:** 45 student's maximum; **How Offered:** Conducted in the host country by a Mobile Education Team (MET).

Intended International Audience: Mid- to Senior-level personnel: military and civilian public health/preventive medicine personnel, other medical personnel, and emergency management planning and response personnel. .

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

RESPONDING TO THE UNTHINKABLE: MANAGING THE MENTAL HEALTH CONSEQUENCES OF DISASTER - EXPANDED IMET (E-IMET) MOBILE EDUCATION TEAM (MET) MASL D309018

Background: "Responding to the Unthinkable: Managing The Mental Health Consequences of Disaster" is a collection of presentations and exercises designed to help a variety of professionals to understand how disaster affects individuals and populations. The material is designed to stimulate discussion of culturally unique traits of individual groups and how these impact the manner in which disaster is experienced. Based on this understanding, the difference in preparation and response are discussed. Throughout the course, the concepts of resource management, civilian control of the military and human rights/military justice are interwoven.

Program Scope: The course begins with an introduction to the American perspective on disaster, based on the experiences that have occurred in the U.S. The cultural context is illustrated and serves as a precursor to the next phase of the course in which individuals discuss their own experiences with disaster and disaster preparation. This allows participants to become familiar with one another and to develop a common language or experience base for the remainder of the course.

Curriculum Descriptions (Continued)

The second day focuses on disaster as it affects the individual, starting with basic discussions on stress, and moving through the phenomenology of stress disorders and their treatment in individuals. The day wraps up with a presentation on psychiatric triage principles in disaster to include an exercise designed to test the materials presented in the first two days. The third day of presentations changes focus away from the individual and looks at group interventions in trauma or disaster. It then goes further to explore population level understanding and intervention. Day four looks at culture again and how understanding of culture impacts the interpretation of trauma and informed intervention. Consultation to leaders follows this, to include presentations on coordinating the efforts of diverse groups that would not otherwise work together in peacetime. Military and civilian resources are included as two such groups and the importance of civilian control of the military is discussed using American standards and policies. The course concludes with a half-day exercise to incorporate the course principles and serves to solidify the lessons learned and put them into context.

Course Duration: 5 days; **Class Size:** Maximum class size is 50; **How Offered:** The course can be presented at any site in which a classroom setting is available.

Intended International Audience: The course is intended for a mix of professionals (military and civilian) to include psychologists, social workers, psychiatrists and other counselors. The material is also useful for leaders who are involved in designing disaster plans for large populations.

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

BIOLOGICAL WEAPONS AND EMERGING NATIONAL SECURITY THREATS - EXPANDED IMET (E-IMET) MOBILE EDUCATION TEAM (MET) MASL D309020

Background: The recent threats posed by pandemic influenza, severe acute respiratory syndrome (SARS) and other emerging infectious diseases highlight the need for training and response planning on the local, regional, and national levels. Early recognition of natural and bioterrorism related disease outbreaks enable life-saving medical interventions. Though the origin of an outbreak may differ, the need for planning, preparation and management is common to natural and unnatural disease outbreaks. This DIMO-developed course was created to share experiences and lessons learned from managing natural and unnatural outbreaks in the hospital setting with colleagues around the world.

Program Scope: In the event of a natural or man-made infectious disease epidemic, the tools and skills provided in this program will protect populations, ensure the continued function of vital healthcare infrastructure and ensure the safety of healthcare workers. This course focuses on hospital-based planning for high consequence pathogens such as pandemic influenza and agents of bioterrorism. Cutting-edge scientific information on infectious agents such as avian influenza, swine influenza, smallpox and anthrax, from the level of the pathogen, human infection, medical care and population health are presented. Within the context of contemporary outbreak events such as anthrax, SARS and Swine H1N1 influenza, we will discuss effective methods to achieve disease containment, hospital infection control and coordination of interagency efforts. We will also discuss techniques for dealing with fear and phobia among hospital workers. Team exercises will be integrated into the curriculum and the course will conclude with a hospital-based exercise where attendees will apply the tools gained during the course in responding to a biological event involving a contagious, high consequence pathogen such as smallpox, pneumonic plague or SARS.

Course Objectives: Understand the microbiology and epidemiology of selected emerging infectious diseases and agents of biological warfare. Integrate this understanding into delivery of healthcare in individual hospitals minimize population-level impact and protect the safety of healthcare workers.

Course Duration: 4-5 days; **Class Size:** 50 students maximum; **How Offered:** Conducted in the host country as a MET; **Team Composition:** Four to five instructors consisting of infectious disease physicians, critical care physicians and public health specialists.

Curriculum Descriptions (Continued)

Intended International Audience: physicians, nurses, medical technicians, and first responders.

Points of Contact: Respective Country Program Manager at the Air Force Security Assistance Training Squadron (AFSAT) and DIMO Training Program Manager, Claudette Hudson at (210) 292-0955, e-mail at alicia.hudson.1.ctr@us.af.mil.

CRITICAL CARE IN AEROMEDICAL EVACUATION COURSE - MOBILE EDUCATION TEAM (MET) MASL D309022

Background: As we have learned in recent years, disasters can strike at anytime; they are a constant threat. In any large city, a disaster can overwhelm medical resources. It then becomes difficult to care for the ill or injured in disaster areas outside of major cities. The ability to move large numbers of casualties, including critically ill casualties, has repeatedly proven to be life-saving; this course was developed to do just that.

Course Objectives:

- Define unique requirements for flight in the critically ill patient
- Provide theory, concepts, and hands-on experiences for care of the critically injured/ill while en-route to higher definitive care
- Facilitate civilian-military collaboration
- Emphasize "Training the Trainers"
- Orient participants to both fixed and rotary aeromedical aircraft and their roles in evacuation of the critically injured/ill patient

Course Description and Details:

- Pre-site evaluation and preparation tailored to region
- Length: 5 days
- Class Size: up to 24
- Course conducted through:
 - Verbal presentations
 - Hands-on/Practicum Exercises
 - Aeromedical related equipment
 - Skills stations for airway management and equipment use
 - End-of-course simulated patient mission exercise
- Team Instructors consist of physicians, nurses, flight surgeons, and flight technicians
- Target Audience: physicians, nurses, and medical technicians
- Conducted in the host country by an MET

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil .

CRITICAL LIFESAVING SKILLS FOR FIRST RESPONDERS - MOBILE EDUCATION TEAM (MET) MASL D309024

Background: DIMO developed this course as a refresher for improving basic trauma skills for first responders. Since critical life-saving skills can reduce preventable deaths from traumatic injury, it is imperative that first responders and front-line medical providers reduce fatality and improve patient outcome. Prompt delivery of critical skills in close proximity to the scene of injury is an efficient use of medical resources. Life-saving techniques can be delivered in austere environments without expensive equipment or technology-intensive healthcare systems. Overall, this refresher course enhances skills proficiency thus boosting confidence.

Curriculum Descriptions (Continued)

Program Scope:

- Review the prioritized approach to the medical management of critically injured patients
- Learn to apply basic life-saving skills in a resource-limited environment
- Learn proven, cost-effective critical care methods
- Analyze and intervene to reverse urgent medical conditions before life/limb threatening complications occur
- Determine procedures for stabilization of traumatic injuries allowing transport to definitive care facilities
- Discuss resource management, logistics, funding, cooperative efforts between civilian agencies and the military

Course Duration: 5 days

Class Size: 40 students maximum

How Offered: Conducted in the host country by an MET

Intended International Audience: Field medics, paramedics, nurses, and physicians who are first responders or first-level care providers to traumatically injured patients

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

SURGICAL TRAUMA RESPONSE TECHNIQUES (STRT) - MOBILE EDUCATION TEAM (MET) MASL D309025

Background: Surgical Trauma Response Techniques are ever-changing. Our world is in continuous chaos and the mechanics of war are constantly evolving. Soldiers and peacekeepers continue to patrol streets, provide security for convoys, respond to disasters, and provide peacekeeping missions all over the world. Our medical system must rise to the challenge and provide updated and responsive, yet adequate treatment. In recent years, surgical trauma response techniques have made enormous strides in the initial treatment and stabilization of patients. Field hospital surgery is the major event in a soldier's initial treatment and, when required, surgery is needed immediately to keep the patient from losing life or limb. However, treating patients in a wartime situation is much different from the everyday routine of clinics. This course is designed for the surgeon who might be deployed or face patients from a major disaster, requiring the know-how in surgical trauma response techniques. Surgeons must know how to treat different types of injuries and wounds, despite being in a battlefield medical treatment facility. The ultimate goal of the MET is to refresh and improve a surgeon's ability to provide improved surgical trauma response techniques in an emergency wartime situation.

Program Scope: The Surgical Trauma Response Techniques course combines lectures and actual "hands-on" lab exercises that enable a surgeon to sharpen and improve skills using the latest techniques from lessons learned in forward trauma field hospitals. It is also designed to educate the surgeon on the latest combat-related surgical techniques. The presenter(s) will have extensive experience in treating emergency and combat-related injuries. "State-of-the-art principles and practices of forward trauma surgery" are discussed by providing each participant with a copy of the Emergency War Surgery Handbook. Lecture topics include the following: Introduction to Military Trauma, Head Trauma, Eye/Face injuries, Trauma in Special Populations, Ultrasound, Shock, Pelvic Trauma and Stabilization, Major Extremity/Stabilization, Neck Injuries and Spine Trauma, Cardio-Thoracic Trauma, Vascular Trauma, Damage Control Surgery Concepts, Small Bowel and Colon Trauma, Liver and Spleen Injuries, Pancreatic/ Duodenal Trauma, Urogenital Injuries, Battlefield

Curriculum Descriptions (Continued)

Injury Patterns, Thermal Initial Management of Thermal Injury, Deployed Medical Operations, Field Transport and Evacuation, Modular Trauma Teams, Chemical and Biological Warfare, and Psychiatry and Combat Casualty Care. The course also has numerous labs in the following areas: Extremity, Head and Eye, Live Salvage, and Truncal Trauma.

Course Duration: 5 days; **Class Size:** 24 students maximum; **How Offered:** Conducted in the host country as a MET; **Intended International Audience:** Surgeons and physicians who are first responders or first-level care providers to traumatically injured patients

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

HEALTH RESOURCE MANAGEMENT COURSE (MET AND E-IMET) MASL D309028

Background: Healthcare has become an international topic of major concern. Healthcare delivery systems are struggling to manage multiple demands and pressures including how to ensure access to care for difficult to reach populations within available resources, how to balance the need for primary and specialty care; and respond to ongoing epidemics such as AIDS, bioterrorism, and other threats to health. Even though some nations have a high per capita income, inequities in access to care, financing, and delivery of health services exist. In fact, equitable access to health care and cost implications are the predominant values driving most ethical and political arguments for changing or improving healthcare systems. Hence, it is not surprising that many reports from the World Health Organization (WHO) and the Organization for Economic Co-operation and Development (OECD) focus on the performance of health systems. As a result, this course address fundamental issues on how healthcare delivery can be organized and resourced to improve the health status of the population and contribute to a country's national security interests. A major goal of the MET is to improve host nations' abilities to manage their health care resources and facilities, and work collaboratively as partners to improve the health of their citizens. Thus, the ultimate goal is that healthcare leaders will begin to look for opportunities to improve the financing, organization, and delivery of healthcare in their country.

Program Scope: The course provides the tools required to assist healthcare leaders to facilitate resource management decisions and improve Healthcare delivery in their organizations and assist healthcare leaders in the improvement of their financial management process regarding capital, budget, accounting, and reporting systems. It assesses the supply and demand of human resources to include personnel recruitment, selection,

training, compensation and evaluation. Key topic areas include Personnel Productivity, Accountability for Results, Strategic Management and Planning, Internal and External Environmental Analysis, Mission and Vision, Healthcare Resource Allocation, Introduction to Auditing and Management Control Program, Analysis for Resource Management and Performance Standards/ Metrics, Human Resource Management, Logistics, Facilities, Information Management, and Healthcare Delivery System (Disease Management, Health Promotion and Population Health). The course includes short lectures and class discussions as well as small group and individual exercises, and is geared to an audience that is focused upon implementation rather than research.

Course Duration: 5 days

Curriculum Descriptions (Continued)

Class Size: 50 participants maximum

How offered: The program is conducted in the host country by a Mobile Education Team (MET).

Intended International Audience: Officers and civilian equivalents, who are assigned to Healthcare Management positions in their host nation to include Ministry of Health, Ministry of Defense, and civilian governmental officials.

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

LEADERSHIP COURSE IN HIV/AIDS PROGRAM DEVELOPMENT (E-IMET AND MET) MASL D309040

Background: The purpose of this MET is to develop national strategy for HIV program design and management with special attention to the unique role of the military in national HIV programs. This course is designed as a comprehensive end-to-end product, with content focusing on national HIV strategy development. Exercises are designed to allow participants to integrate curriculum material into the context of the unique epidemiologic and cultural constraints of their nation. Each day of the course begins with a focused pertinent, understandable lecture in a scientific topic regarding HIV/AIDS, then works through program and clinical areas and ends in a problem-solving exercise. The course is developed and taught by a team of infectious disease specialists who have won several awards in medical education and are currently active in clinical care as well as military program development in HIV/AIDS.

Program Scope: From the vantage point of program development in HIV/AIDS, tuberculosis and sexually transmitted diseases, the focus drills down to specific problems in the design and implementation of HIV prevention strategies, institution of anti-retroviral therapy programs, and HIV/AIDS healthcare delivery in resource-constrained environs. Other exercises allow the program participants to work together in small groups to integrate the course material and address specific objectives, such as HIV prevention program development, identifying target populations for best use of screening programs, and strategies for HIV prevention programs in military peacekeeper populations. These objective-based preceptor-led small group exercises work to bring together those involved in program development and execution to solve HIV/AIDS associated problems. The program uses a vertically integrated approach stretching from macro to micro, which allows policy makers and healthcare workers to both see the full-length spectrum of the problem from the granular approach of antiretroviral therapy and efficacy up through the public health objectives served in setting up HIV prevention and treatment programs. Ethical issues in the HIV epidemic are discussed, including protection of privacy, stigma and the silence surrounding the outbreak, and protection of individual rights in scientific research. The objective is to allow individuals to gain expertise both in their own specific areas of engagement and to better understand the context of national HIV response in which their effort plays a role.

Course Duration: Five days

Class Size: Maximum class size is 70, classroom setting

How offered: The program is conducted in the host country as a Mobile Education Team.

Curriculum Descriptions (Continued)

Intended International Audience: The target audience includes national leadership and leaders in development of healthcare policy, experts in public health--particularly with regard to HIV/AIDS, tuberculosis and sexually transmitted diseases, and physicians and nurses doing clinical work in these areas. HIV/AIDS advocacy groups would be welcome, as would military officers involved with mitigating the affect of HIV on their national fighting force or military personnel involved with peacekeeping forces.

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

DISASTER PLANNERS COURSE - EXPANDED IMET (E-IMET) MOBILE EDUCATION TEAM (MET) MASL D309041

Background: Natural phenomena occur each day throughout the world. Some of these go unnoticed. Others have devastating effects. What makes a phenomenon a disaster is the impact the event has on people and their possessions. Add the threat of man-made disasters, like terrorism, or technological disasters, and you have a recipe for an unpredictable, catastrophic incident. Most communities do not have the resources to respond to large-scale disasters on their own. They have to rely on neighboring communities, regional and national governments, or coalition partners for assistance. Being prepared, having a well organized plan, and training the community to respond are key factors in reducing and mitigating the terrible effects of these disasters. This Disaster Planning Course introduces the basic elements of building a disaster plan, and some of the issues that will come into play to implement the plan. The ultimate goal of the MET is to improve host nations' ability to plan, prepare, respond and recover from a disaster.

Summary of Program Scope: This MET combines didactic lectures and practical exercises in preparing a Disaster Response Plan or an Emergency Operations Plan. It is also designed to educate the military and civilian agencies about a disaster plan. A comprehensive review of the role of the Emergency Operations Center during times of crisis is explained. Lastly, strategies are created for filling possible gaps in the disaster readiness plans. Lecture topics include the following: Phases of Emergency Management; Introduction to the Disaster Plan; Overview of Emergency Support Functions; Role of Volunteer and Non-Government Organizations (NGOs); Legal and Human Rights; Nuclear, Chemical and Biological Threats; Psychological Aspects of Disaster Response; Military Support to Civilian Agencies; Terrorism; the Scope of a Rapid Needs Assessment; and numerous exercises that involve the building of a disaster plan from beginning to end. Over 30 percent of the course is devoted to practical exercises, emphasizing the preparation of a complete Emergency Plan. The overall purpose of this course is to more fully integrate local and regional response capability into the nation's emergency management system.

Course Duration: 5 days; **Class Size:** 50 students maximum; **How Offered:** Conducted in the host country by an MET; **Team Composition:** 5 Instructors (Medical Planners and Federal Emergency Management Agency (FEMA) Instructors)

Intended International Audience: National/regional or local decision makers from the following specialties to include: senior government officials, law enforcement/civil police/security, fire/rescue (includes emergency medical response), public health and safety, existing planning group, public works agencies and utilities companies, social service agencies and volunteer organizations (e.g., Red Cross, Red Crescent, NGO's, etc.), area hospitals and other appropriate members of the medical

Curriculum Descriptions (Continued)

community/Ministry of Health, education administrators, local media (newspaper, television), business community, military/Ministry of Defense, aviation authority, port authorities, financial/budget officer (or equivalent), legal counsel, veterinary services (includes organizations in the animal care and control community), and community radio/citizen's band (CB) groups.

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

HEALTH SYSTEMS DEVELOPMENT (HSD) & BEST PRACTICES (E-IMET) (MET) MASL D309042

Background: DIMO provides healthcare education and training to military and civilian healthcare professionals throughout the world. Through executive education for healthcare leaders, DIMO strives to contribute to the economic, social, and political stability of a participating country. The healthcare courses are structured to meet the following objectives: assist foreign nations with resolution of military healthcare management challenges, provide education to facilitate the development of improved military healthcare practices, and increase awareness of the impact of access and quality and cost-effective healthcare services on the force health protection of military and civilian personnel.

Program Scope: The purpose of the course is to assist members in the development of programs and skills in the area of patient administration and assist future leaders in the continuous improvement of their military health system. The Health Systems Development course focuses on ways to improve patient access and benefits through education in the following: care eligibility, disabilities and suitability, health information management, organ and tissue donation, decedent affairs, disaster preparedness, incident command and control and patient movement. Development of effective and efficient patient administration policies and procedures significantly contributes to the medical treatment facility's ability to provide the target population with quality healthcare.

Because of DIMOs worldwide exposure in over seventy-seven countries, the HSD course provides participants with access to the best health systems and patient administration practices. As a result, this course promotes an increasingly secure, prosperous and democratic world for the mutual benefit of all nations by fostering collaborative civil-military relations, effective use of limited healthcare resources, and respect for the dignity of human life.

Course Duration: 5 days

Class Size: 25-50 participants maximum

How offered: The program is conducted in the host country as a Mobile Education Team (MET) on site at the location of the requesting host country's civilian agency and/or military service branch.

Intended International Audience: The Health Systems Development Course is a continuing education program developed for foreign national military officers (O-3 to O-6) and mid-grade civilian officials. Target audience includes healthcare leaders, practitioners, planners and patient administration personnel.

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

Curriculum Descriptions (Continued)

NURSING ADMINISTRATION COURSE (E-IMET) (MET) MASL D309044

Background: The Nursing Administrator is confronted by a wide range of developments in the healthcare industry. These developments affect critical areas of nursing administration including strategic planning, risk management and process improvement, resource management, marketing, and nursing informatics. Development of effective and efficient nursing administration policies and procedures significantly contributes to medical treatment facilities' ability to provide the target population with quality care. In today's climate of uncertainty and rapid change, the nurse administrator faces greater challenges in a healthcare system characterized by specialized personnel, emerging technology, and nursing shortages. Nurses are an integral part of the healthcare team and instrumental in successful attainment of patient outcomes

Summary and Program Scope

Strategic Overview: Trends in nursing history, and concepts in organizational structure, roles, responsibilities and research.

Tools for the Nursing Leader: Time Management, conflict management, stress management, problem solving, decision making, communication skills, and leadership concepts.

Resource Management: Explore and manage the principles and elements of supplies, properties, and fiscal budgets.

Documentation: Techniques in developing and writing regulations to assist the nurse administrator in daily operations.

"Putting it all Together": The application of learned concepts.

Course Objectives:

Participants will enhance administrative skills and acquire tools for the continuous improvement of their military healthcare systems. The course is conducted through various methods to include didactic, small group discussions and case studies.

Course Duration: 5 Days

Class Size: 45 students maximum

Target Audience: Middle to senior-level, military and civilian nursing leaders that are responsible for all aspects of nursing administration.

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

TRAUMA NURSING MOBILE EDUCATION TEAM (MET) MASL D309045

Background: The successful nursing care of victims of trauma, regardless of the cause, requires a solid understanding of the causes and mechanism of injury, appropriate assessment and the most current evidence-based practice recommendations for care. The objectives of the trauma nursing course is to provide nurses a strong cognitive and psychomotor foundation to care for trauma victims beginning with initial resuscitation through critical care and learn to use trauma/disaster skills to lead/assist in local/regional disaster response while managing personnel and resources during a time of scarcity.

Curriculum Descriptions (Continued)

Summary of Program Scope: The goal of this train-the-trainer program is to improve the host nation's abilities to care for trauma victims. The curriculum concentrates on the provision of a solid foundation for understanding trauma nursing care and the application of the most current standards of practice. This interactive course includes discussions, integrative case-studies and simulation labs using interactive patient simulators led by expert emergency department and trauma critical care nurses. Examples of training emphasis include: initial assessment of trauma victims, care of victims with various types of injuries (head trauma, thoracic trauma, orthopedic trauma, and blast or burn victims), basic principles of critical care (monitoring, vasoactive medications, airway management and mechanical ventilation), triage, caring for the victims during transport, including aeromedical evacuation, disaster response, and management of personnel/resources. Hands-on practice will include activities such as airway adjuncts, spinal cord immobilization, splinting, and triage, as well as, a comprehensive disaster hospital emergency based response exercise including creating a Hospital Emergency Incident Command System framework, job action sheets, and identification/tracking mechanism. The purpose of the exercise is to emphasize the importance of communication, appropriate management of personnel, resources, supplies and equipment during times of scarcity in a disaster.

Course Objectives: Provide theory and hands on practice of those skills required by nurses to care for trauma and other critically ill patients. Training is directly applicable to their daily nursing practice as well as during a mass casualty or emergency situation.

Course Duration: 5 days; **Class Size:** 45 students maximum; **How Offered:** Conducted in the host country by a MET; **Team Composition:** Experienced Trauma/Critical Care Nurses:

Intended International Audience: Nurses with strong clinical background (previous emergency and critical care experience not necessary).

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

AERIAL PATIENT MOVEMENT IN HUMANITARIAN ASSISTANCE, DISASTER RESPONSE AND MILITARY OPERATIONS MOBILE TRAINING TEAM (MTT) MASL D309046

Background: As Experience and innovation in the evacuation of patients by helicopter and fixed wing aircraft have led to dramatically improved clinical outcomes in the last decade. Aerial movement of combat associated casualties has been associated with a marked reduction in death from wounds associated with war. Similarly, the ability to move injured and ill patients from areas suffering natural disasters (such as hurricanes, earthquakes and tsunamis) or acts of terrorism (bombings/shootings) can be a visible and important component of the national response framework. The ability to provide aerial movement of medical/surgical/pediatric/obstetric patients can provide as critical a contribution in humanitarian assistance and disaster response as it does in improving survivability for those with battlefield injuries.

Program Scope:

This program uses a faculty cadre with extensive experience in performing military patient movement using a seamless combination of rotary and/or fixed wing aircraft. The program addresses core principles in the situational physiology of ill or injured patients in-flight. Particularly important are exercises where highly experienced trainers point out the "clinical pearls" that spell out specific critical and often unexpected issues pertaining to medical care at altitude. In particular, pitfalls associated with change in pressure and head/chest wounds, ventilation in-flight, unexpected consequences of altitude on pregnancy and the approach to multiple patients with a limited flight crew represent the best of lessons learned during real-world combat patient movement and humanitarian assistance missions. Specific applications include infection control, mission planning, aircraft loading, and emergency procedures. Surrounding the core of medical/surgical care issues in flight are specific lessons tailored toward the rotary/fixed wing platforms used by the sponsoring country. Going beyond the classroom, exercises are conducted with host nation flight platforms to ensure clinical/operational relevance and interoperability for future host nation/multinational missions.

Curriculum Descriptions (Continued)

Course objectives: This course is intended to develop situational knowledge and experience for the care and movement of patients in an aerial environment. Flight specific requirements for specialized care in the use of/ adaptation of medical equipment for a flight environment allow healthcare workers to practice their skills in the novel and challenging environment of flight.

Intended international audience: Physicians, nurses, medical technicians, respiratory therapists and flight crews working with patient movement.

Course Duration: 5 days; **Class Size:** 24 maximum; **How Offered:** Conducted in host country by an MET; Intended International Audience: physicians, nurses, and medical technicians.

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

21ST CENTURY WARRIOR: COUNTERING THE PSYCHOLOGY OF TERRORISM - MOBILE EDUCATION TEAM (MET) MASL D309047

Background: Combat and the scourge of terrorism are increasingly important topics in military medicine. While traditional military forces seek dominance over the opposing force, terrorism does not aim to conquer or directly destroy the enemy nation. Terrorism uses fear and threats of violence to influence a population or government. Deployed combat and peacekeeping forces and the Global War on Terrorism create complex challenges for military mental health services. Mental health providers can help prepare military forces and civilian first-responders to function more effectively under the diverse demands of modern conflict and to recognize and manage the effect of trauma on individuals and populations. This seminar will help military mental health services prepare to meet these challenges.

Program Scope: There are numerous core and optional topics enabling the host nation to establish the precise agenda based on their needs and desires. The seminar will start with a guided discussion comparing American experiences with combat and terrorism with those of the host nation. This will be done to foster a better understanding of each culture with their unique strengths and challenges and to develop a common language and experience base which will be used throughout the course.

We will discuss prevention, seeking to increase the emotional strength and hardiness of both military members and first responders (e.g., firefighters, police). We will look at training techniques and other initiatives to optimize the performance of these highly stressed populations. These initiatives will include Stress Inoculation Training to help soldiers control their response to stressful situations and maintain the warrior mindset when facing the horrors of combat and terrorism. We will review the basic science of the stress response and examine characteristic changes in soldiers before, during and after deployments or terrorist attacks. Understanding these changes is key to enhancing soldiers' performance and minimizing their adverse impact on the warrior's life. We will examine the psychological impact of physical injuries.

To be successful, mental health services should involve leadership in the entire continuum of care from training and preparation to treating trauma-related problems such as depression, anxiety, substance abuse and Post-Traumatic Stress Disorder (PTSD). Immediately following the trauma, the response will follow the principles of Psychological First Aid. For those requiring definitive treatment for PTSD, it is essential that providers utilize evidence-informed interventions. Host nations can elect to include a 2-3 day training module in evidence-based PTSD interventions. We will also look at the problem of compassion fatigue and burnout among military providers assisting injured combat veterans and the victims of terrorist attacks. Numerous other topics can be incorporated as time and interest permit. The more ambitious programs may include a field exercise in addition to the scheduled lectures, discussions and table-top exercises.

Curriculum Descriptions (Continued)

Course Duration: Four to five days **Class Size:** Maximum class size is 50; **How Offered:** The course can be presented at any site in which a classroom setting is available.

Intended International Audience: The course is intended for a mix of professionals to include psychologists, social workers, psychiatrists and other counselors. The material is also useful for leaders who are involved in designing disaster plans for large populations.

Points of Contact: Respective Air Force Security Assistance Training (AFST) Section Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, E-mail: alicia.hudson.1.ctr@us.af.mil.

OPERATIONAL PREVENTIVE MEDICINE IN SUPPORT OF DEPLOYING FORCES - MOBILE EDUCATION TEAM (MET) MASL D309053

Background: Militaries all over the world today are often called upon at moment's notice to deploy in support of humanitarian assistance, disaster response, or UN peacekeeping. Similar to battlefield deployments, soldiers must be adequately prepared to address and mitigate the many threats such as vector and water-borne infections, environmental hazards and other non-battle related injuries. This highly interactive course was developed to assist medical personnel and commanders protect the health and strength of their military forces in deployed situations through implementation of critical preventive medicine measures. Throughout the course, participants will examine lessons from past conflicts (from Napoleon Battle of Borodino to World War II and the current Operation Iraqi Freedom) as examples of how robust preventive medicine program protected the fighting strength and how battles were lost due to failed preventive measures.

Summary and Program Scope: The course will address five major areas:

1. Pre-deployment issues such as fitness, personal protective equipment, immunizations, medical intelligence, logistics, training and planning. Participants will also put together a force protection kit that is appropriate to the deployment situation.
2. Deployment issues such as medical and environmental threats, surveillance, water and nutrition, psychological health, safety, communications, civil-military coordination and legal requirements.
3. Post-deployment issues such as post-exposure screening, family and societal integration, psychological impact or post-traumatic stress disorders.
4. Force protection as commander's priority to include development of key communication messages for commanders and deployers to ensure readiness and force strength.
5. Simulated deployment exercise to immediately put skills into practice to protect the health and strength of deployed troops.

Course Objectives: Participants will be able to assess and analyze all health hazards in the area of operations upon receiving orders to deploy. Upon completion of the health hazards assessment, participants will be able to develop a series of countermeasures to mitigate or eliminate health risks and protect force strength. Participants will be able to effectively communicate with commanders to gain support for resource and enforcement of compliance.

Curriculum Descriptions (Continued)

Course Duration: 5 days; **Class Size:** 50 students is maximum; **How Offered:** Conducted in the host country by an MET.

Intended International Audience: Commanders and medical personnel (medics, nurses, and physicians) who may deploy in support of humanitarian assistance, disaster response, and peacekeeping operations and be in position of responsibility to protect the health of the men and women in uniform.

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

MASS CASUALTY RESPONSE FOR PRIMARY CARE PROVIDERS - MOBILE EDUCATION TEAM (MET) MASL D309055

Background: DIMO developed this course as a refresher for improving the basic trauma skills of Primary Care Providers. Since critical life-saving skills can reduce preventable deaths from traumatic injury, it is imperative that front-line medical providers reduce fatalities and improve patient outcome. Life-saving techniques can be delivered in austere environments without expensive equipment or technology-intensive healthcare systems. Overall, this refresher course enhances skills proficiency thus boosting confidence. This course builds upon the successes of both the Trauma and First Responders courses with an eye to providing Primary Care Providers the tools necessary to respond to mass casualty events.

Program Scope:

Review the prioritized approach to the medical management of critically injured patients
Learn to apply trauma life-saving skills in a resource-limited environment
Learn a safe and efficient approach to mass casualty situations to minimize morbidity and mortality
Familiarize medical personnel with the roles of Fire and Security forces in a mass casualty situation.

Course Objectives: This course will give Primary Care providers a foundation for effective Mass Casualty Response by acquiring the necessary theory, concepts, and educational tools. The curriculum concentrates on resource management, leadership, and planning principles. Some examples of training emphasis include primary care management of various injuries and traumas; medical response to mass casualties including incident command and control; decontamination; safety; patient regulation; and a field exercise on the final day of the course which is designed to simulate a mass casualty response.

Course Duration: 5 days

Class Size: 40 students maximum

How Offered: Conducted in the host country by a MET.

Intended International Audience: This course is primarily for physicians and nurses who are first responders or first-level care providers to traumatically injured patients.

Curriculum Descriptions (Continued)

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

DISASTER PLANNERS COURSE (ADVANCED) - DEVELOPING NATIONAL EMERGENCY MANAGEMENT CAPABILITY - EXPANDED IMET (E-IMET) MASL D309057

Background: What makes a phenomenon a disaster is the impact the event has on people and their possessions. Add the threat of man-made disasters, like terrorism, or technological disasters, and you have a recipe for an unpredictable, catastrophic incident. Most communities do not have the resources to respond to large-scale disasters on their own. They will have to rely on neighboring communities, regional and national governments, or coalition partners for assistance. Being prepared, having a well organized plan, and training the community to respond are key factors in reducing and mitigating the terrible effects of these disasters. The ultimate goal of the Advanced Disaster Planning MET is to improve host nations' capability to plan, prepare, respond and recover from a disaster where ever and whenever it hits.

Summary of Program Scope: The advanced course is designed for countries that have a national disaster plan and desire enhanced understanding of emergency management concepts. This is accomplished through lectures and table top exercises. Some of the key planning issues discussed include the following: hazards analysis, command & control, communications to include systems and how to use media resources, and mitigation and disaster intelligence, to name a few. The intent of the course is to include host nations' current emergency preparedness programs and/or legislation. However, if none are available, the course utilizes the plan and maps of a simulated country. Over 40 percent of the course is devoted to practical exercises, which emphasizes the preparation of a complete emergency plan.

Course Duration: 5 days; **Class Size:** 50 students maximum; **How Offered:** Conducted in the host country as a MET; **Team Composition:** 4-5 Instructors (Department of Defense, Department of Homeland Security/ Federal Emergency Management Agency, Department of Health and Human Services and other subject matter experts in the field of emergency management).

Intended International Audience: National/regional and/or local decision/policy makers from the following: senior government officials, law enforcement/civil police/security, fire/rescue (includes emergency medical response), public health and safety, existing planning group, public works agencies and utilities companies, social service agencies and volunteer organizations (e.g., Red Cross, Red Crescent, volunteers/Non-Governmental Organizations, etc.), area hospitals administrators and other appropriate members of the medical community/Ministry of Health, Ministry of the Interior, educational administrators, local media (newspaper, radio and television), business community, Military/Ministry of Defense, Aviation Authority, Port Authorities, financial/budget officer, or equivalent, legal counsel, veterinary services (includes organizations in the animal care and control community), and community radio/amateur radio groups.

BIOSECURITY AND BIOSAFETY: PLANNING FOR NATIONAL PROTECTION - MOBILE EDUCATION TEAM (MET) EXPANDED IMET (E-IMET) MASL D309058

Background: Biosafety is the protection of laboratory workers from dangerous pathogens and the prevention of pathogen transmission to neighboring populations. The discipline of biosecurity seeks to protect potentially dangerous microbial agents, processes and knowledgeable staff from the harmful intentions of dangerous people. This "in-country" program assists national strategy refinement for planning and implementation of biosafety and biosecurity programs for medical, public health and research laboratories and repositories.

Curriculum Descriptions (Continued)

Summary of Program Scope: This “in-country” program addresses national planning to reduce risks associated with medical, research and public health laboratories and repositories utilizing dangerous pathogens. The course begins with a case-based recounting of biosafety failures leading to serious and even catastrophic outcomes, and a case for integrating military and civilian/academic efforts. The evolution of biological safety requirements, including procedural and engineering considerations for clinical and research laboratories, are reviewed. A convincing rationale for the necessity of a biosecurity program as a national security component is followed by step-by-step procedures for course participants to apply toward strengthening laboratory biosecurity programs through a national strategy of consolidation, increased security and course-introduced local measures. The course proceeds through four chapters of strategy development including biosecurity/biosafety planning and preparation, event recognition, response and intervention, and local application/grant development. The curriculum relies heavily on case-based learning, utilizing contemporary and historical real-world examples of issues in biosafety, biosecurity and epidemiologic surveillance to emphasize key concepts. Exercises in scenario-based development of biosafety and biosecurity plans are reinforced by real-world examples such as recent case studies involving healthcare worker safety and Congo-Crimean hemorrhagic fever in the Middle East. Participant exercises develop scenario-based biosafety and biosecurity plans and then evaluate plan strengths and weaknesses. The 5th day exercise takes students to a host nation selected facility to apply course lessons locally in a group discussion of biosafety, biosecurity and identifying procedures and resources needed for improvement.

Course Objectives: Assist national strategy refinement for planning and implementation of biosafety and biosecurity programs for medical, public health and research laboratories and repositories. Ensure the safety of medical and laboratory workers and the security of biologically hazardous materials, processes and trained personnel. Understand national security implications of intentional and accidental exposure and misuse of naturally occurring biologically hazardous agents. Design local and national approaches to consolidate and secure dangerous materials while advancing research and public health objectives. Course Duration: 5 Days. Class size: maximum of 60 students. The host nation may constrain the size of the day 5 site visit student cohort according to local facility capability. Lectures and course material will be translated for non-English speaking countries.

Intended International Audience: The course is intended for high-level government and civilian decision-makers, national security officials, medical planners, laboratory directors, public health and epidemic response officials.

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

HEALTHCARE INFECTION CONTROL PLANNING FOR PANDEMIC MANAGEMENT - MOBILE EDUCATION TEAM (MET) EXPANDED IMET (E-IMET) PENDING MASL D309059

Background: The startling emergence and rapid global spread of a novel recombinant influenza in 2009-2010 has underscored the unpredictable, lethal and potentially overwhelming impact to global health authorities that a virulent pandemic influenza strain could have on the lives and security of a nation.

Program Scope: This intensive five-day course focuses on advances in the understanding of influenza from a medical, scientific and healthcare systems resource management standpoint. Strategic utilization of vaccines and therapeutics are presented based on international guidelines and scientific evidence, and novel approaches to surge conditions are discussed. Special consideration is given to vulnerable populations such as pregnant women and at-risk age groups. Guidelines for home care and emergency medical services

Curriculum Descriptions (Continued)

adaptation to the conditions of pandemic flu are reviewed. A thoughtful approach to the rationing of medical resources in a pandemic environment of overwhelming need is considered in the context of host nation priorities, values and culture. Infection control, health care worker safety and hospital epidemiology are particularly emphasized in this program in order to minimize the risk of transmission of influenza and other extremely contagious diseases to patients and hospital workers. The curriculum begins with four days of state of the art lectures, small group discussions, tabletop exercises and hands-on practice with personal protective equipment for hospital infection control programs. The fifth and final day of the course uses the course lessons in a guided self inspection and evaluation of the infection control plans and facility constraints of a host nation health care facility. A subsequent facilitated discussion will identify and validate specific plans and requirements for programmatic improvement in infection control and health care worker safety practices and facility limitations in order to better prepare for pandemic influenza.

Course Objectives: The goal of this course is to optimize plans for pandemic influenza management emphasizing safe and effective leveraging of limited health care personnel, hospital beds, vaccines and therapeutics. Emphasis is placed on identifying shortfalls in infection control and healthcare worker safety programs both in hospitals and emergency medical systems and characterizing specific resources or procedural modifications required to provide an effective and safe environment for healthcare workers and patients. Improving infection control and healthcare worker safety shortfalls provides an immediate benefit to the recipient country whether or not they will face the burden of pandemic influenza, and improves the foundation of their healthcare system should such a stress occur.

Course Duration: 5 days; **Class Size:** 50 students maximum (5-10 for in-hospital day 5); **How Offered:** Conducted as a mobile education team (MET), with day 5 in a local healthcare facility.

Intended International Audience: Hospital and emergency medical services directors and healthcare workers; national healthcare resource managers; national planners for public health and epidemiology; Ministries of Health and Defense; ethical and religious leaders addressing medical ethics; individuals and institutions applying for healthcare grants.

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager DIMO Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

HIV PREVENTION FOR PEOPLE LIVING WITH HIV/AIDS: TOOLS FOR HEALTHCARE PROVIDERS IN HIV CARE AND TREATMENT SETTINGS - MOBILE EDUCATION TEAM (MET) MASL D309060

Background: HIV prevention efforts have primarily focused on HIV-negative individuals; however, a recent paradigm shift has focused greater attention on prevention among HIV-positive individuals. Changes in the risk behaviors of HIV-infected individuals are likely to have larger effects on the spread of HIV than comparable changes in the risk behaviors of HIV-negative individuals. These prevention efforts with HIV-positive persons aim to prevent the spread of HIV to sex partners and infants born to HIV-infected mothers, as well as to protect the health of infected individuals. Helping people living with HIV adopt safer behaviors is an important part of a comprehensive HIV prevention approach.

Program Scope:

During the three day training, trainers review the importance of prevention for HIV-infected individuals and describe the components of a comprehensive prevention strategy for people living with HIV/AIDS. In order to help providers acquire the skills and confidence to implement the intervention, portions of the training are spent practicing the provider-patient interaction through role-playing.

Curriculum Descriptions (Continued)

Course Duration: Three days, **Class Size:** Maximum class size is 40, classroom setting;
How offered: The program is conducted in the host country by a Mobile Education Team; **Estimated Cost:**

Intended International Audience:

This training is for health care providers who provide routine care and treatment to HIV-positive patients and who can deliver both important preventive health information and medical care, such as family planning counseling and services. It is also intended for health care providers who are involved in the ongoing care and management of HIV-positive patients. This includes doctors, medical officers, clinical officers, nurses, counselors, social workers, and other clinical staff as appropriate.

Points of Contact: Respective Air Force Security Assistance Training Squadron (AFSAT) Country Program Manager and Defense Institute for Medical Operations Program Manager, Claudette Hudson at (210) 292-0955, e-mail: alicia.hudson.1.ctr@us.af.mil.

BASIC FIRST RESPONDER TO TRAUMA/DISASTER (NON-MEDICS) MASL D309068

With the increasing number of natural disasters such as tsunamis and earthquakes and the ever-increasing threat of terrorist attacks and combat, many nations and communities need to be better prepared at the first-response level. A major component of being prepared is having a large group of Basic First Responders properly trained and familiar with the fundamental concepts of personnel safety, scene assessment, triage, and injured population care at a rudimentary level. Proper immediate care can dramatically improve injured population outcomes.



Most communities do not have the resources nor the number of civilians to handle the emotional, logistical and medical load should a need for large scale response arise. Any military's non-medical staff and government civilian population that work closely with the military can be considered to assist in a large scale basic first response scenario.

The Basic First Response course will provide non-medical first responders the ability to perform life-saving medical interventions in the unfortunate case of trauma resulting from combat, natural disasters, or terrorism. The intent is to provide training to non-medical or novice medic staff to enable them to recognize a traumatic injury and assist at a basic level to improve the victim outcome. Through didactics and practical exercises, the Basic First Responder course will provide up to 50 students over a 5-day period an understanding of the Basic Life Support (BLS) principles as a tailored, non-certification course.

The participants will also learn to perform triage, control bleeding, stabilize and splint fractured limbs, and move injured personnel to safe zones. The course will also emphasize the safety of the basic first responders themselves and the safety of the trauma victim by providing them scene assessment and problem analysis skills.

Goal: Improve Self Aid/ Buddy Care and Basic Life Support Skills as First Responders

Target Audience: Non-medical personnel charged with first-response duties and novice medical personnel.

Course Duration: 5 Days **Class Size:** 45

Points of Contact: Respective AFSAT Country Program Manager and Defense Institute for Medical Operations (DIMO) Training Program Manager, Claudette Hudson at (210) 292-0955; E-mail at alicia.hudson.1.ctr@us.af.mil.



Curriculum Descriptions (Continued)

INFECTION CONTROL, HOSPITAL EPIDEMIOLOGY AND MEDICAL WASTE MANAGEMENT: LOCAL AND NATIONAL PROGRAM DEVELOPMENT MASL D309069

In both industrialized and developing countries, infections acquired in hospitals are an unfortunate but significant cause of medical complication and death. Every healthcare facility can benefit from a patient safety oriented program that institutes global practices to reduce the risk of infection in patients and healthcare staff, systematically assesses where problems with infections are occurring, and implements interventions to remedy persistent and emerging problems.



This five-day MET with a maximum size of 50 participants is intended to help institutional and national level officials write and implement guidelines to reduce the risk of infection in hospitals and to standardize guidelines nationally. Participants learn how to design, staff, and implement programs to reduce infection rates in hospitals using evidence-based practices, international guidelines and professional consensus recommendations. Students learn how to cost-justify an infection-prevention program, how to measure and statistically analyze rates of infections within hospitals and how to establish local and national benchmarks. The integration of clinical and microbiological epidemiology allows for the detection of infection transmission clusters within a hospital; national aggregation of this data can facilitate the first identification of disease outbreaks affecting a nation that occur through natural transmission or through industrial mishaps.

The course is scalable based on the level of development in the country where it is held. In areas with rudimentary facilities, the focus is on developing basic procedures and practices to reduce the risk of hospital infection, focusing on, for example, cohorting infectious diseases, reducing surgical wound and IV line infections and designating an authority tasked to address infection. More developed facilities might undertake programs in guideline development for reducing ventilator-associated infections, improving healthcare worker safety from tuberculosis and HIV/hepatitis, and targeting surveillance of specific infections. Advanced facilities can implement the latest evidenced-based guidelines for practices to reduce infection and measure rates in a patient safety/quality improvement program.

This course is particularly well suited to setting up and evaluating measures of effectiveness for hospital infection rates, and can help to build a resilient healthcare facility/system that will fare better with the challenge of disaster—arguing that the best disaster plan is a resilient pre-event infrastructure.

Goal: Assist institutional and national level officials write and implement evidence-based guidelines to reduce the risk of infection in hospitals and to standardize guidelines nationally; to build a resilient healthcare facility/system that will fare better with the challenge of disaster—arguing that the best disaster plan is a resilient pre-event infrastructure.

Course Duration: 5 days; **Class Size:** 50 students maximum

Target Audience: Physicians, nurses and medical administrators who design and implement and/or direct hospital infection control programs on either an institutional or national scale. Microbiology lab officers who serve on infection control committees, national health authorities and epidemiologists and patient safety advocates.

Points of Contact: Respective Country Program Manager at AFSAT and DIMO Training Program Manager, Claudette Hudson (Email: alicia.hudson.1.ctr@us.af.mil/DSN: 554-0955/Comm: (210) 292-0955.



Curriculum Descriptions (Continued)

EMERGENCY MANAGEMENT STRATEGIES FOR SENIOR LEADERS MASL D309070

Recognizing the need for senior military and civilian leadership to gain additional experience with exercise and interoperability objectives met in the basic and advanced disaster planners' courses, DIMO has developed an executive level seminar for disaster planners who serve as an implementing authority for corrective action plans developed in those courses. The focused program accommodates the busy schedule of senior leadership, and offers a forum for gaining additional knowledge and exercise-based experience in disaster planning and emergency management.

"Emergency Management Strategies for Senior Leaders" is a two-day executive seminar targeting upper-level military (Colonels / General Officers) and civilian leadership with roles in emergency management and disaster planning. Case studies in disaster planning are used to guide students through facilitated discussions, case studies and exercises dealing with communications, international aid and resources, community resiliency, interoperability, over response-duplication of effort, security and financial management. A disaster recovery exercise builds on the case study, including modules on reconstruction, stabilization and hazard analysis. Leadership approach to the first 30 days after disaster is discussed as well as implementation of a national emergency management strategy. Top-level teaching faculty includes at least one general officer/SES with staff drawn from the Department of Defense, Federal Emergency Management Agency and US Department of Health and Human Services.

When the course is offered in conjunction with the basic or advanced course, senior seminar participants will monitor and evaluate the capstone disaster planning exercise, then work with the basic/advanced course participants to derive lessons -learned and a way forward. Following the course, Senior Leadership Seminar participants are positioned to take a leading role in implementing the corrective action plan derived from the program. As a standalone course, participants receive an executive level review of principles and exercise planning for emergency management and disaster planning.

Goal: To review executive-level principles for emergency management and disaster planning and to enable key leaders in implementing corrective action plans.

Course Duration: 2 days; **Class Size:** 20 students maximum

Target Audience: National and regional political decision-makers from the Ministries of Health, Defense, and Justice as well as medical and social program authorities working in emergency management and disaster preparedness/response.

Points of Contact: Respective Country Program Manager at AFSAT and DIMO Training Program Manager, Claudette Hudson (Email: alicia.hudson.1.ctr@us.af.mil), DSN: 554-0955/Comm: (210) 292-0955.



Curriculum Descriptions (Continued)

SEMINAR ON GENDER-BASED VIOLENCE AND WOMEN'S HEALTH MASL D175134

Background: As noted by Ambassador Eric Goosby, United States Global AIDS Coordinator, "Gender inequalities fuel the spread of HIV/AIDS. Gender-based violence, in particular, directly promotes the spread of HIV/AIDS by limiting women's ability to negotiate sexual practices, disclose HIV status, and access medical services and counseling due to fear of GBV". In addition to its multifocal adverse impact on women's health, nations with better track records reducing GBV and gender inequality consistently prove to be less threatening and more productive regional partners to surrounding nations.

Program Scope: The goal of this seminar is to better appreciate the worldwide scope and consequences of Gender-Based Violence (GBV), to understand its contribution to both infectious and chronic women's health problems, and to inform solutions for a way forward. Beyond extending awareness and appreciation of the problem, the course aims to use case-based examples of successful intervention in GBV in several contexts to show how successes can lead to clear-cut societal improvements in women's health: rule of law and in the stability: security; and progress of a society. The intent is to provide momentum for countries that are recognizing and responding to the problem of GBV, and to offer insight for engagement based on successful peer nation interventions. Topics include discussion of specific populations (civilians in war, displaced and migrating populations, commercial sex workers, homeless and institutionalized individuals). Special emphasis is placed on military applications including both protection of civilians during war and peacekeeping operations and the safety of female troops and aid workers. National issues in economics, law and criminal justice, voting and governmental representation are intersected with GBV both as seminar topics and daily group exercises. Advances in Evidence-based medicine clinical and psychological approaches to victims of sexual violence are combined with an appreciation for the consequences and avoidance of early pregnancy.

Course Objectives: The objectives of this seminar are to provide the participants with insight into the varied global manifestations of GBV and gender inequality and demonstrate case-based solutions for developing a corrective action plan. Course objectives align American and international expertise toward solutions to this polymorphic, world-wide problem in accordance with US Government and United Nations leadership intent to improve women's health, gender equality and national stability through reduction of GBV.

Course Duration: 5 days; Class Size: 80 students maximum

How Offered: Conducted as a resident course in San Antonio, Texas.

Intended International Audience: This 5-day resident course can accept up to 80 participants. It would target national and regional political decision-makers from the Ministries of Health, Defense and Justice as well as medical and social program authorities working in women's health and in care of displaced populations.

Points of Contact: Respective Country Program Manager at AFSAT and DIMO Training Program Manager, Claudette Hudson (Email: alicia.hudson.1.ctr@us.af.mil/DSN: 554-0955/Comm: (210) 292-0955).

Professional Resources



Laurie C. Davignon, Major, USAF, MC

Dr. Davignon is an Infectious Disease Physician, who oversees curriculum and program development in the areas of HIV/AIDS, Tuberculosis and Biodefense.



Shawna M. Maley, LCDR, MSC, USN

LCDR Shawna Maley is a Navy Medical Service Corps officer. She currently works at the Defense Institute for Medical Operations as the Chief, Global Strategy and Partnerships. She is the Course Director for the Executive Health Resource Management in-resident course and coordinates the Leadership Course in Biosecurity/Biosafety Planning & Implementation Course and the HIV/AIDS Planning and Policy Development Course.



Matthew J. Dolan, MD

COL (ret.) Dolan has served as the department and fellowship training chairman in infectious diseases at Wilford Hall Medical Center and as the senior consultant for the Air Force. He is currently a Professor of Medicine at USUHS, a Clinical Professor at UTHSCSA and a Senior Research Physician for NIAID/NIH Project PHIDISA in South Africa.

Mission

The Defense Institute of Security Assistance Management provides professional education, research, and support to advance U.S. foreign policy through security assistance and cooperation.

Vision

Strength and Peace through Knowledge

Values

Integrity – Honesty, Responsibility, and Accountability
 Excellence – Knowledge, Commitment, and Professionalism
 Service – Dedication, Innovation, and Responsiveness

Goals

1. Develop a professional security cooperation workforce and build partner capacity through education and career development programs.
2. Provide research and consultation services to the security cooperation community and international partners.
3. Conduct a public information program for the security cooperation community and international partners.
4. Develop and maintain selected IT programs for the security cooperation community and international partners.



The Defense Institute of Security Assistance Management (DISAM) conducts a series of educational courses designed to enhance middle and senior level management capabilities of Department of Defense (DOD) military and civilian personnel assigned to continental United States (U.S.) and overseas security assistance activities, purchaser country clientele, and defense industry contractor personnel sponsored by military departments. DISAM operates under the overall guidance and direction of the Director, Defense Security Cooperation Agency (DSCA), who chairs the Policy and Advisory Council.

Defense Institute of Security Assistance Management

*Dr. Ronald H. Reynolds,
Commandant*

www.disam.dsca.mil

DISAM
 2475 K Street
 Wright-Patterson AFB OH
 45433-7641

Commercial Phone:
 (937) 255-5850
 DSN: 785-5850

Director, Int'l Studies 5-8212
 Director of Research 5-8206
 Registrar 5-4144

Curriculum Descriptions

SECURITY ASSISTANCE MANAGEMENT INTERNATIONAL PURCHASER LOGISTICS COURSE SAM-I-LOGISTICS (MASL IIN D178264)

12 Days

SAM-I-Logistics provides an overview of security cooperation (SC) programs followed by detailed instruction on logistics management.

Objective

The overarching objective of DISAM's international curriculum is to help our students become better stewards of the defense resources they manage, whether from indigenous sources or from US grants and loans, to develop the best possible defense posture for their countries.

Target Audience

SAM-I-Logistics is targeted at senior and mid-level military and civilian officials involved in defense requirements definition; resource planning, programming, and budgeting; acquisition and contract administration; and technology controls. This encompasses not only personnel in defense ministries, service headquarters, and procurement bureaus, but may also include international liaison personnel assigned to US organizations in CONUS, as well as defense attachés and procurement officials assigned to Washington, DC.

Course Description

SAM-I-Logistics is divided into two parts. The first part coincides with DISAM's eight-day International Purchaser Orientation Course (SAM-IO, MASL D178088). It provides an overview of SC, addressing legislation, policy, and procedures; planning, programming, and budgeting; resource management; acquisition and sustainment; contract administration; and technology transfer and export controls, all within the context of a security cooperation relationship with the U.S.

The second component coincides with DISAM's four-day International Purchaser Advanced Logistics Course (SAM-IL, MASL D178267). It focuses specifically on logistics management, addressing initial support, sustainment, transportation, requisitions and discrepancy reports, and FMS customer case management. Instruction is classroom based, with reading assignments and practical exercises reinforcing lectures. The curriculum also includes an extensive Field Studies Program (FSP) that introduces students to the American way of life, incorporating not only visits to local government, commercial, cultural, and educational entities but also to private homes as well.

All DISAM instruction is in English. SAM-I-Logistics qualifies for expanded IMET (E-IMET). All DISAM international courses require an English Comprehension Level (ECL) score of 80. Applicants requiring an ECL score should be tested before arriving at DISAM, either in country prior to departure or through attending the Defense Language Institute English Language Center (DLIELC) en route.

Eligibility Criteria

Applicants should occupy (or should have been selected to occupy) security cooperation logistics management positions.

Applicants who have attended DISAM's Foreign Purchasers Course (SAM-F, discontinued in October 2006), International Purchasers Orientation Course (SAM-IO, MASL D178088), International Purchasers Training Course (SAM-I-Training, MASL D178262), or International Purchasers Financial Course (SAM-I-Financial, MASL D178263) should NOT enroll for SAM-I-Logistics. Instead, they should enroll in the four-day International Advanced Logistics Course (SAM-IL, MASL D178267).

Applying for Admission

Applicants should request admission through their country's FMS/IMET training office, which in turn should coordinate the request through the local SCO training manager. SCOs should submit requests to the U.S. Air Force Security Assistance Training Squadron (AFSAT), which manages DISAM quotas.

Curriculum Descriptions (Continued)

SECURITY ASSISTANCE MANAGEMENT INTERNATIONAL PURCHASER TRAINING COURSE, SAM-I-TRAINING MASL IIN D178262

12 Days

SAM-I-Training provides an overview of security cooperation (SC) programs followed by detailed instruction on training management.

Objective

The overarching objective of DISAM's international curriculum is to help our students become better stewards of the resources they manage, whether from indigenous sources or from US grants and loans, to develop the best possible defense posture for their countries.

Target Audience

SAM-I-Training is targeted at mid-level military and civilian officials involved in developing and implementing annual security cooperation (SC) training programs; student selection, preparation, and administration; and post-training student utilization. This encompasses not only personnel in defense ministries and service headquarters, but also international liaison personnel assigned to US organizations in CONUS, as well as defense attachés and other officials assigned to foreign embassies in Washington, DC.

Course Description

SAM-I-Training is divided into two parts. The first part coincides with DISAM's eight-day International Purchaser Orientation Course (SAM-IO, MASL D178088). It provides an overview of SC, addressing legislation, policy, and procedures; planning, programming, and budgeting; resource management; acquisition and sustainment; contract administration; and technology transfer and export controls, all within the context of a security cooperation relationship with the U.S.

The second component coincides with DISAM's four-day International Purchaser Advanced Training Course (SAM-IT, MASL D178265). It focuses specifically on development of training programs, student selection and administration, and automated tools available to international SA/SC training managers.

Instruction is classroom based, with reading assignments and practical exercises reinforcing lectures. The curriculum also includes an extensive Field Studies Program (FSP) that introduces students to the American way of life, incorporating not only visits to local government, commercial, cultural, and educational entities but also to private homes as well.

All DISAM instruction is in English. All DISAM international courses require an English Comprehension Level (ECL) score of 80. Applicants requiring an ECL score should be tested before arriving at DISAM, either in country prior to departure or through attending the Defense Language Institute English Language Center (DLIELC) en route.

SAM-I-Training qualifies for expanded IMET (E-IMET).

Note that DISAM can also offer a comparable course, less the FSP, in-country via a Mobile Education Team (SAM-I-MET, MASL D305024).

Eligibility Criteria

Applicants should occupy (or should have been selected to occupy) security cooperation training management positions.

Applicants who have attended DISAM's Foreign Purchasers Course (SAM-F, discontinued in October 2006), International Purchasers Orientation Course (SAM-IO, MASL D178088), International Purchasers Logistics Course (SAM-I-Logistics, MASL D178264), or International Purchasers Financial Course (SAM-I-Financial, MASL D178263) should NOT enroll for SAM-I-Training. Instead, they should enroll in the four-day International Advanced Training Management Course (SAM-IT, MASL D178265).

Applying for Admission

Applicants should request admission through their country's FMS/IMET training office, which in turn should coordinate the request through the local SCO training manager. SCOs should submit requests to the U.S. Air Force Security Assistance Training Squadron (AFSAT), which manages DISAM quotas.

Curriculum Descriptions (Continued)

SECURITY ASSISTANCE MANAGEMENT INTERNATIONAL PURCHASER ORIENTATION COURSE SAM-IO (MASL IIN D178088)

8 Days

Objective

SAM-IO provides an overview of security cooperation (SC) programs for students who do not need detailed instruction regarding financial, logistics, or training management. The intended audience encompasses not only personnel in defense ministries, service headquarters, and procurement bureaus, but may also include such diverse organizations as ministries of finance and economic development, presidential offices and national security councils, inspectors general, and legislators. Moreover, the course is ideal for international liaison personnel assigned to US organizations in CONUS, as well as foreign defense attachés and procurement officials assigned to Washington, DC. Locally Employed Staff (LES, a.k.a. Foreign Service Nationals (FSNs) and/or Personal Services Agreement personnel (PSAs)) working in Security Cooperation Organizations (SCOs) or political-military analysis offices in US embassies abroad may also benefit from SAM-IO.

The overarching objective of DISAM's international curriculum is to help students become better stewards of the resources they manage, whether from indigenous sources or from US grants and loans, to develop the best possible defense posture for their countries.

A list of all DISAM courses available to international partners is at the DISAM Course Catalog.

Course Description

SAM-IO addresses U.S. SC legislation, policy, and procedures; requirements generation; planning, programming, and budgeting; resource management; acquisition and sustainment; contract administration; and technology transfer and export controls, all within the context of a security cooperation relationship with the U.S. Instruction is classroom-based, with reading assignments and practical exercises reinforcing lectures. The curriculum also includes an extensive Field Studies Program (FSP) that introduces students to the American way of life, incorporating not only visits to local government, commercial, cultural, and educational entities but also to private homes as well.

SAM-IO runs concurrently with first eight days of SAM-I-Logistics (MASL D178264), SAM-I-Financial (MASL D178263), and SAM-I-Training (MASL D178262). If the general orientation provided by SAM-IO is not sufficient for an applicant's needs, DISAM recommends registering for one of these other three courses, which incorporate the eight days of SAM-IO with an additional 4 days of specialized in-depth instruction. Applicants who have already attended SAM-IO or one of its predecessor courses, or one of the three twelve-day courses listed above, and who want advanced training in another specialty area should attend one of DISAM's four-day advanced courses. For more information, see International Purchaser Advanced Financial Course (SAM-IF, MASL D178266), International Purchaser Advanced Logistics Course (SAM-IL, MASL D178267), or International Purchaser Advanced Training Course (SAM-IT, MASL D178265).

Note that DISAM can also offer comparable courses, less the FSP, in-country via a Mobile Education Team (SAM-I-MET, MASL D305024).

All DISAM instruction is in English. SAM-IO qualifies for expanded IMET (E-IMET). Applicants requiring an ECL score should be tested before arriving at DISAM, either in country prior to departure or through attending the Defense Language Institute English Language Center (DLIELC) en route.

Eligibility Criteria

Foreign government applicants should be managers who occupy (or have been selected to occupy) security cooperation management positions.

Applying for Admission

International Purchasers. International purchaser applicants should request admission through their country's FMS/IMET training office, which in turn should coordinate the request through the local SCO training manager. SCOs should submit requests to the U.S. Air Force Security Assistance Training Squadron (AFSAT), which manages DISAM quotas.

Curriculum Descriptions (Continued)

SECURITY ASSISTANCE MANAGEMENT INTERNATIONAL PURCHASER ADVANCED FINANCIAL COURSE SAM-IF (MASL IIN D178266)

4 Days

SAM-IF provides detailed instruction regarding financial management. Applicants should complete a prerequisite course for an overview of security cooperation (SC) programs prior to attendance. See paragraph ref Eligibility Criteria below.

Objective

The overarching objective of the DISAM international curriculum is to help our students become better stewards of the defense resources they manage, whether from indigenous sources or from US grants and loans, to develop the best possible defense posture for their countries.

DISAM's Advanced International Training Course (SAM-IT) provides refresher and specialty training for international military and civilian officials responsible for managing security cooperation (SC) training programs, including those funded by U.S. grants.

Course Description

SAM-IT is an advanced course focused specifically on development of training programs, student selection and administration, automated tools available to international SA/SC training managers, and FMS customer case management. It assumes that applicants have completed course prerequisites and also have some practical experience in FMS training management. For more discussion, see paragraph below regarding Eligibility Criteria.

SAM-IT runs concurrently with the last four days of DISAM's twelve-day International Purchaser Training Course (SAM-I-Training, MASL D178262).

Instruction is classroom-based, with reading assignments and practical exercises reinforcing lectures. The curriculum also includes an abbreviated Field Studies Program (FSP) that introduces students to the concept of the American citizen-soldier.

All DISAM instruction is in English. All DISAM international courses require an English Comprehension Level (ECL) score of 80. Applicants requiring an ECL score should be tested before arriving at DISAM, either in country prior to departure or through attending the Defense Language Institute English Language Center (DLIELC) en route.

SAM-IT qualifies for expanded IMET (E-IMET).

Note that DISAM can also offer a comparable course, less the FSP, in-country via a Mobile Education Team (SAM-I-MET, MASL D305024).

Eligibility Criteria

To qualify for admission to SAM-IT, applicants must have completed prerequisite basic level training in one of the following DISAM courses:

- Foreign Purchasers Course (SAM-F) (discontinued in October 2006)
- International Purchaser Orientation Course (SAM-IO, MASL D178088)
- International Purchaser Logistics Course (SAM-I-Logistics, MASL D178264)
- International Purchaser Financial Course (SAM-I-Financial, MASL D178263)
- Mobile Education Team (SAM-I-MET, MASL D305024)

Applicants who have not completed one of the courses listed above, and so are not eligible for SAM-IT, should instead enroll in DISAM's twelve-day International Purchasers Training Course (SAM-I-Training, MASL D178262), which consists of eight days of SAM-IO followed by four days of SAM-IT.

Applicants should occupy (or should have been selected to occupy) security cooperation training management positions.

Curriculum Descriptions (Continued)

SECURITY ASSISTANCE MANAGEMENT INTERNATIONAL PURCHASER ADVANCED LOGISTICS COURSE SAM-IL MASL IIN D178267

4 Days

SAM-IL provides detailed instruction regarding logistics management. Applicants should complete a prerequisite course for an overview of security cooperation (SC) programs prior to attendance. See paragraph ref Eligibility Criteria below.

Objective

The overarching objective of the DISAM international curriculum is to help our students become better stewards of the defense resources they manage, whether from indigenous sources or from US grants and loans, to develop the best possible defense posture for their countries.

Target Audience

DISAM's Advanced International Logistics Course (SAM-IL) provides refresher and specialty training for international military and civilian officials responsible for managing the logistics aspects of security cooperation (SC) programs, including those funded by U.S. grants.

Course Description

SAM-IL is an advanced course focused specifically on logistics management. It addresses initial support, sustainment, transportation, requisitions and discrepancy reports, and FMS customer case management. It assumes that applicants have completed course prerequisites and also have some practical experience in FMS logistics management. For more discussion, see paragraph below regarding Eligibility Criteria. SAM-IL runs concurrently with the last four days of DISAM's twelve-day International Logistics Course (SAM-I-Logistics, MASL D178264).

Instruction is classroom-based, with reading assignments and practical exercises reinforcing lectures. The curriculum also includes an abbreviated Field Studies Program (FSP) that introduces students to the concept of the American citizen-soldier.

Note that DISAM can also offer a comparable course, less the FSP, in-country via a Mobile Education Team (SAM-I-MET, MASL D305024).

All DISAM instruction is in English. All DISAM international courses require an English Comprehension Level (ECL) score of 80. Applicants requiring an ECL score should be tested before arriving at DISAM, either in country prior to departure or through attending the Defense Language Institute English Language Center (DLIELC) en route.

Eligibility Criteria

To qualify for admission to SAM-IL, applicants must have completed prerequisite basic level training in one of the following DISAM courses:

- Foreign Purchasers Course (SAM-F) (discontinued in October 2006)
- International Purchaser Orientation Course (SAM-IO, MASL D178088)
- International Purchaser Training Course (SAM-I-Training, MASL D178262)
- International Purchaser Financial Course (SAM-I-Financial, MASL D178263)
- Mobile Education Team (SAM-I-MET, MASL D305024)

Applicants who have not completed one of the courses listed above, and so are not eligible for SAM-IL, should instead enroll in DISAM's twelve-day International Purchasers Logistics Course (SAM-I-Logistics, MASL D178264), which consists of eight days of SAM-IO followed by four days of SAM-IL.

Applicants should occupy (or should have been selected to occupy) security cooperation logistics management positions.

Applying for Admission

Applicants should request admission through their country's FMS/IMET training office, which in turn should coordinate the request through the local SCO training manager. SCOs should submit requests to the U.S. Air Force Security Assistance Training Squadron (AFSAT), which manages DISAM quotas.

Curriculum Descriptions (Continued)

SECURITY ASSISTANCE MANAGEMENT LOGISTICS SUPPORT COURSE SAM-CS MASL IIN D178238

5 Days

Objective

The Logistics Support Course (SAM-CS) is designed to provide personnel who are directly involved in or concerned with foreign military sales (FMS) requisitions and materiel movement with a comprehensive understanding and application of the policies, procedures, systems, and actions necessary to move FMS materiel from its initial requisition through shipment to the customer's final destination. The objective is to understand the functions of key organizations involved in materiel distribution, to include the International Logistics Control Organizations (ILCOs), Defense Logistics Agency (DLA), contractors, and freight forwarders. Students will understand how to identify the proper procedures for processing requisitions, and the handling and movement of security cooperation (SC) program materiel, with an objective of reducing or preventing deficiencies in the FMS materiel distribution process.

Course Description

This is an advanced course. Students should already have attended an introductory course and be familiar with FMS programs and procedures. The course focuses on specific aspects of logistics such as the integration of the elements of the total package approach, requirements determination, requisition processing, with an emphasis on shipping and transportation considerations throughout the FMS case and requisition life cycle. The course emphasizes the responsibilities and relationships between the case managers at the ILCOs with the weapon system program manager, the contract administrative office, the DLA and military department (MILDEP) item managers, the transportation coordinators, the freight forwarder, and the FMS customer. The course will focus on how to reduce frustrated and misdirected shipments, reduce supply discrepancy reports, and plan for materiel movement during LOR development. Click on Continuous Learning Points for the SAM-CS course for acquisition and other professional development program points which can be acquired. Students are required to pass an online pre-test prior to being accepted for registration, and must pass a final examination at the end of the course with a minimum score of 70 percent to receive a certificate of graduation for SAM-CS.

Eligibility Criteria

The Logistics Support Course is open to all personnel supporting FMS logistics, to include Department of Defense (DoD) personnel, U.S. defense contractors, U.S. based freight forwarders, and customer foreign liaison officers. The course is specifically targeted to case managers, supply specialists, system program managers, procurement and administrative contracting officers, contract specialists, quality assurance specialists, item managers, transportation coordinators, customer service representatives, foreign customers, freight forwarders under contract to a foreign government, port facility managers, customs agents, U.S. defense contractors, and U.S. embassy personnel.

Prerequisite

Attendees should have a minimum of one year of working experience in a security cooperation position, or one year of performing logistics functions related to security cooperation. Graduation from a basic introductory DISAM course is a prerequisite. The following courses comply: On-line Orientation Course (SAM-OC); CONUS Course (SAM-C); Overseas Course (SCM-O); Executive Course (SAM-E); or the International Purchaser Course (SAM-IO) or Foreign Purchaser Course (SAM-F) either in residence or by Mobile Education Team. Additionally, all students are required to complete an on-line prerequisite course, and pass an on-line pre-test for this course prior to registration. This SAM-CS Prerequisite Course and pre-test is located at www.disam.dsca.mil. Select SAM-CS Prerequisite Course from the Distance Learning tab from the menu on the left side of the DISAM home page. This will direct the student to a registration page. Upon registration for the SAM-CS Prerequisite Course, the student will be able to access the course package package. Students are required to complete the SAM-CS Prerequisite Course, and pass the module test with a minimum score of 75 percent prior to registering for SAM-CS. Any student who has not completed one of the resident DISAM courses listed above must complete the Online Orientation Course (SAM-OC) before registering for the SAM-CS Online Prerequisite Course and the resident SAM-CS course.

Requests for waivers to the prerequisite will be reviewed on an individual basis by the Director, Management Studies (DISAM/DM).

Curriculum Descriptions (Continued)

Applying for Admission

Foreign Purchasers. Prospective foreign purchaser students should request admission through their country's training office and coordinate through the U.S. Security Assistance Office (SAO) training manager. Quotas for students attending under a FMS case or the International Military Education and Training (IMET) Program are managed by Air Force Security Assistance Training (AFSAT/SDS), 315 J Street West, Randolph Air Force Base, TX 78150-4354.

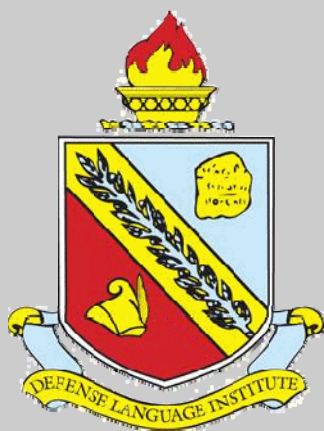
Instruction is given in English. Because of the great amount of material to be read and the steady pace of instruction, an English Comprehension Level (ECL) of 80 or above is required. Students should be ECL tested in country before being selected for DISAM attendance.

Professional Resources

Name	Position	Area of Expertise
Dr. Ronald H. Reynolds	Commandant	
Dr. Mark T. Ahles	Dean of Academic Affairs and Deputy Commandant	Security Cooperation Legislation and Policy, Security Cooperation Office Operations, and International Military Training Management
Donald McCormick	Director of Academic Support/Assistant Professor	International Military Articles and Services Transfer Process, Security Cooperation Financial Management
Timothy E. Reardon, CISSP	Automation Support/Assistant Professor	
James P. Hensley	Automation Support/ Instructor	
Patricia A. White	Librarian of Security Assistance Management/ Instructor	
Thomas M. Dop	Director of Management Studies/Associate Professor	Security Cooperation Legislation and Policy, International Military Articles and Services Transfer Process, International Military Training Management
MAJ Jeremy Lewis, USA	Deputy Director of Management Studies/ Instructor	Security Cooperation Logistics
LTC Allison L. Agar, USAF	Instructor of Security Assistance Management	Security Cooperation Logistics
Frank J. Campanell	Associate Professor of Security Assistance Management	International Military Articles and Services Transfer Process, Security Cooperation Financial Management
Barton D. Chess	Instructor of Security Assistance Management	Security Cooperation Logistics, Security Cooperation Financial Management
Clay P. Crawford	Instructor of Security Assistance Management	International Military Articles and Services Transfer Process
Joanne B. Hawkins	Professor of Security Assistance Management	International Military Articles and Services Transfer Process, International Program Security Technology Transfer, Security Cooperation Logistics, Security Cooperation Financial Management
Patrick K. Hawkins	Associate Professor of Security Assistance Management	International Military Articles and Services Transfer Process, International Program Security Technology Transfer, Security Cooperation Logistics, MTCR
LT Brittany B. Kaluscak, USN	Instructor of Security Assistance Management	International Military Training Management
LCDR Dale Klan, USN	Instructor of Security Assistance Management	Security Cooperation Logistics
Christopher M. Krolkowski	Assistant Professor of Security Assistance Management	Navy SC Programs, International Military Articles and Services Transfer Process, Security Cooperation Financial Management
Susan L. McClure	Instructor of Security Assistance Management	International Military Articles and Services Transfer Process, Security Cooperation Financial Management
John B. O'Connor	Instructor of Security Assistance Management	International Military Articles and Services Transfer Process, Security Cooperation Information Portal
Roger A. Scott	Instructor of Security Assistance Management	International Military Articles and Services Transfer Process, Security Cooperation Logistics

Professional Resources (Continued)

Name	Position	Area of Expertise
John M. Smilek	Associate Professor of Security Assistance Management	International Program Security and Technology Transfer
Patrick N. Sweeney	Instructor of Security Assistance Management	International Program Security and Technology Transfer
Orlando E. Vilches	Instructor of Security Assistance Management	Security Cooperation Logistics, Security Cooperation Office Operations
Dr. Ernest B. McCallister	Director of International Studies/Professor	Security Cooperation Office Operations
CDR Edward J. McFarland, USN	Deputy Director of International Studies/Instructor	Security Cooperation Office Operations
Don R. Bailey	SCRIMS Program Manager	
John Bortel	Senior Technology Consultant	
Carlos Braziel	Instructor of International Studies	Security Cooperation Office Operations
LTC Christopher E. Brown	Instructor of Security Assistance Management	Security Cooperation Office Operations
Timothy S. Burke	Instructor of Security Assistance Management	Security Cooperation Office Operations
Christopher A. Burns	Instructor of International Studies	Online Learning
Aaron M. Prince	Instructor/TMS Programmer	Security Assistance Network, International Military Training Management
Jill K. Ramey	Instructor of International Studies	International Military Training Management
Richard C. Rempes	Assistant Professor/Distance Learning Technical Manager	Online Learning, International Military Training Management
William E. Rimpo	Associate Professor/Project Director of Distance Learning	Online Learning, Security Cooperation Acquisition, Security Cooperation Logistics, MTCR
Jose L. Rodriguez	Instructor of Security Assistance Management	Latin American Studies
LCDR William L. Scarborough, USN	Deputy Director of Academic Support	
Ferrelle R. Smith	Instructor of Security Assistance Management	International Military Training Management
James P. Toomey	Instructor of Security Assistance Management	
James G. Taphorn	Associate Professor of International Studies	Security Cooperation Legislation and Policy, Security Cooperation Office Operations
Dr. Robert J. Weber	Associate Professor of International Studies	Security Cooperation Office Operations
Robert H. Van Horn	Assistant Professor International Studies	Army SC Programs, International Military Articles and Services Transfer Process, Security Cooperation Logistics, Security Cooperation Office Operations
Ronald M. Yakkel	Instructor of Security Assistance Management	Security Cooperation Office Operations
Gregory W. Sutton	Director of Research/Associate Professor	International Military Articles and Services Transfer Process, Security Cooperation Financial Management
LTC Thomas N. Williams, USAF	Deputy Director of Research/Instructor	
Kenneth W. Martin	Associate Professor of Research Studies	Security Cooperation Legislation and Policy, Security Cooperation Acquisition
Jeffrey S. Grafton	Associate Professor of Research Studies	Security Cooperation Acquisition, Security Cooperation Financial Management
Douglas N. Simmons	Instructor of Research Studies	Security Cooperation Acquisition
CDR Dwayne L. Eldridge, USN	Director, Online Learning	International Military Training Management



Defense Language Institute English Language Center

Col James A Garrett
Commandant

www.dlielc.edu

Phone: (210) 671-3540
(210) 671-7100
DSN-473-

2230 Andrews Ave
Lackland AFB, TX 78236

Mission

The Defense Language Institute English Language Center (DLIELC) is the Department of Defense (DoD) agency responsible for the management and operation of the Defense English Language Program (DELP) to train international military and civilian personnel to speak and teach English; manage the English-as-a-second language program for the US military; manage nonresident English language training programs; and conduct the DoD Field Studies Program.

DLIELC conducts the resident English language training program at Lackland Air Force Base, Texas, to prepare international military and civilian students under the sponsorship of the Security Cooperation Training Program (SCTP) for entry into training courses conducted by the US military departments. At DLIELC, small classrooms, equipped with the latest in training technology, are specifically designed to support student-centered instruction and address the specific language requirements of the international military students' career fields.

DLIELC is also responsible for producing the American Language Course (ALC), which is a comprehensive set of materials that consist of General English Intensive and Nonintensive, English for Specific Purposes, Interactive Multimedia and support materials as well as achievement/proficiency tests. The ALC materials can be obtained from DLIELC through the International Military Education and Training program, Foreign Military Sales, and private sector sales.

History

Since 1954, DLIELC has performed its mission to support the policies and objectives of the US Government and the US Department of Defense (DoD). DLIELC started as a US Air Force language school whose primary mission was to teach English to allied pilot candidates. In 1966, the mission expanded to include other career fields, and the school moved under DoD, with the US Army as the executive agent. DLIELC assumed its present form in 1976 when the USAF became the executive agent; in 1993, DLIELC inaugurated the modern campus located at Lackland AFB, Texas. This campus is now being expanded to respond to the growing demand for English language training throughout the world.

Curriculum Descriptions

RESIDENT COURSES

DLIELC offers a variety of English language courses for beginner, intermediate and advanced learners of English as a Second or Foreign language at Lackland AFB, TX.

Courses offered in General and Specialized English:

- **AMERICAN LANGUAGE COURSE (ALC) GENERAL ENGLISH TRAINING (GET) AND SPECIALIZED ENGLISH TRAINING (SET) – MASL IIN D177009**
This course is variable in length (minimum 10 weeks), includes GET and SET, and may be scheduled to start any week. Students must meet the ECL and, if applicable, the OPI requirement(s) for the follow-on training (FOT) course before they are moved into the SET portion of this course – even if in specific cases the ECL and/or OPI requirement(s) have been waived by FOT.
- **ALC GET ONLY – MASL IIN D177027**
This course is variable in length (minimum 10 weeks), includes GET only, and may be scheduled to start any week.
- **ALC SET ONLY – MASL IIN D177008**
This nine-week course focuses on functional aspects of language, learning strategies, and terminology associated with technical training and professional military education skills. It may be scheduled to start any week. Students must meet the ECL and, if applicable, the OPI requirement(s) for their FOT course before they are moved into the SET portion of the course – even if in specific cases the ECL and/or OPI requirement(s) have been waived by FOT.
- **ALC FOR AVIATION LEADERSHIP PROGRAM (ALP) SCHOLARSHIP—MASL IIN D177024**
This MASL is established for AF ALP Scholarship students and is used for funding purposes only. Training is basically the same as MASL IIN D177008 or D177009. All students will complete aviation SET. Students who do not have their required ECL must attend GET. Students who do not have their required OPI must attend the OPSAV course. See below .
- **ORAL PROFICIENCY SKILLS FOR AVIATION (OPSAV) COURSE – MASL IIN D177026 (MASL IIN D177028 for ALP Scholarship candidates)**
This course is designed to help students achieve the necessary oral proficiency level for success in both their SET and FOT. The course offers extensive practice in pronunciation, global speaking proficiency, and listening comprehension within a variety of contexts and a wide range of formats. Particular emphasis is given to the comprehension of electronic voice communication over two-way radios and telephones. This training prepares students for the unique challenges of radio communication which is required of them in SET and at FOT. While the course focuses primarily on routine, day-to-day proficiency needs, a variety of aviation-related themes are woven into each lesson. Recorded samples obtained from Americans are used as the basis for classroom language instruction. Additionally, the OPSAV course provides relevant cultural orientation by examining typical communication styles and training methods used in the US. This MASL includes 16 weeks of OPSAV and nine weeks of SET for a maximum of 25 weeks. However, course length is variable because students can be moved out of OPSAV and into SET as soon as they achieve their required OPI ratings. Students must meet the ECL requirement for FOT prior to entrance into the OPSAV course and they must meet the OPI requirement before they are moved into SET – even if in specific cases the ECL and/or OPI requirement(s) have been waived by FOT. It is strongly recommended that potential students be given a telephonic OPI in their homeland prior to scheduling them for this course. If they achieve the OPI score required by their FOT, they need not be programmed for the OPSAV course.

Curriculum Descriptions (Continued)

COURSES FOR ADVANCED PROFESSIONAL-LEVEL LEARNERS

ADVANCED LANGUAGE PROFICIENCY SKILLS (ALPS)

The following Advanced Language Proficiency Skills courses are intended for teachers, NATO candidates, translators and/or interpreters, and candidates for professional military post graduate studies, as well as other military members and civilian personnel. These courses are designed using an integrated curriculum to increase communicative competence in all four skills (listening, speaking, reading and writing), as well as increase familiarity with American culture.

- **ALPS I – MASL IIN D177018**
This 12-week course emphasizes development of English language skills through class interaction, with a focus on contemporary American issues. Through theme-based readings, audio/video materials, classroom discussions, and writing assignments, students have many opportunities to practice and improve all four language skills while learning about issues that are of general interest and concern to people in the United States. Entry requirement: an 80 or higher score on DLIELC's English Comprehension Level (ECL) test. Minimum enrollment of six students required.
- **ALPS II – MASL IIN D177031**
This 16-week course emphasizes development of English language skills through class interaction, with a focus on contemporary international issues. Through reading, participating in discussions, giving oral presentations, writing, and viewing videos related to relevant topics, students practice all four language skills and learn to deal linguistically with challenging unfamiliar topics. Each student will assume the role of group discussion leader, learning how to plan, lead, monitor, and mediate wide-ranging discussions among classmates from different countries and cultures. Entry requirements: 1) an 85 or higher score on DLIELC's English Comprehension Level (ECL) test; and, 2) an Oral Proficiency Interview (OPI) rating of 2/2. Schedule a telephonic OPI with DLIELC well in advance of the course dates. OPI scores are valid for six months. Minimum enrollment of 6 students required.
- **ALPS III/TOEFL – MASL IIN D177022**
This 16-week course emphasizes development of critical thinking skills and techniques for improving cultural and performance competence. Participants will be required to hone their academic language skills while interpreting, analyzing, and critiquing materials from various sources. The course also emphasizes the further development of academic writing skills and includes one major research paper as well as numerous shorter writing assignments. Students scheduled for follow-on training requiring a TOEFL score will take the TOEFL iBT twice during the course. Entry requirements: 1) a 90 or higher score on DLIELC's English Comprehension Level (ECL) test; and, 2) an Oral Proficiency Interview (OPI) rating of 2+/2 or 2/2+. For students with an FOT TOEFL requirement, an in-country TOEFL iBT score of 70 is strongly recommended. Schedule a telephonic OPI with DLIELC well in advance of the course dates. OPI scores are valid for six months. Minimum enrollment of 6 students required.

COURSES FOR ENGLISH LANGUAGE SPECIALISTS: INSTRUCTORS, COURSE/TEST DEVELOPERS, MANAGERS OF ENGLISH LANGUAGE TRAINING PROGRAMS

DLIELC offers a variety of courses to enhance the professional development of international English language specialists – personnel dedicated to English language teaching, the management of English language programs, and English language course developers. In addition to the courses described below, it is highly recommended that English language specialists continue to work on their English language proficiency by enrolling, every two or three years, in an ALPS course appropriate for their proficiency level. Language maintenance and enhancement are important professional development goals for all English language professionals and the programs they serve.

Curriculum Descriptions (Continued)

- **BASIC AMERICAN LANGUAGE INSTRUCTOR COURSE (BALIC) – MASL IIN D177007**
 This 27-week course is designed to provide military and civilian personnel who are non-native speakers of English a strong foundation in the field of English Language teaching in order that they may return to teach English in their countries. The course is divided into three nine-week blocks consisting of two 3-hour units of instruction each day. Each block provides many opportunities for participants to improve their American English proficiency in each of the four skills (listening, speaking, reading, and writing), as well as increase knowledge of grammar, vocabulary, teaching fundamentals, linguistic functions, and American culture. Trainees are afforded numerous opportunities to practice teach using the American Language Course (ALC) materials. Entry requirement: an 80 or higher score on DLIELC's English Comprehension Level (ECL) test. Minimum enrollment of 6 students required.
- **ADVANCED ENGLISH LANGUAGE INSTRUCTOR COURSE (AELIC) – MASL IIN D177006**
 This 16-week course is designed for BALIC graduates or those with a teaching degree (or its equivalent) and at least two years' experience teaching English as a Foreign or Second Language in their countries. The general purpose of the course is threefold: 1) to increase the student's own written English language proficiency, 2) to acquaint the student with current language teaching theory and methodology, and 3) to give the student the opportunity to apply the theory and methodology through practice-teaching. Objectives include becoming skilled at highly communicative language teaching techniques; learning to utilize American Language Course (ALC) Books 25 to 34; gaining knowledge about the various levels of the Oral Proficiency Interview (OPI); exploiting the use of video and interactive multimedia instruction in the classroom; and acquiring techniques to use with multilevel and non-intensive classes. Entry requirements: 1) an 85 or higher score on DLIELC's English Comprehension Level (ECL) test; 2) an Oral Proficiency Interview (OPI) rating of 2/2; 3) a minimum of two years experience as an EFL or ESL instructor; and, 4) completion of BALIC or a teaching degree or its equivalent. Schedule a telephonic OPI with DLIELC well in advance of the course dates. OPI scores are valid for six months. Minimum enrollment of 6 students required.
- **METHODS AND CULTURE SEMINAR (MACS) – MASL IIN D177019**
 This nine-week seminar, which is designed for experienced instructors who have completed BALIC, AELIC, or another methodology course, focuses on expanding participants' knowledge of culture in general and US culture in particular, with an end to facilitating the incorporation of culture into English language lessons and helping instructors better prepare their students for follow-on training (FOT) in the United States. Activities and videos on a range of topics including education, social institutions, government and the military are used to present customs and values within a framework that allows participants to compare and contrast US culture with their own. In addition to observing instructors at DLIELC, participants will plan and prepare American Language Course (ALC) lessons as they explore ways to handle the cultural aspects of language acquisition. This seminar not only serves to broaden cultural knowledge, but also affords students extensive opportunities to improve their English language proficiency. Regularly scheduled tours and/or speakers will supplement and further solidify information covered in lessons as innovative teaching strategies are examined and practiced. Entry requirements: 1) a score of 80 or above on the English Comprehension Level (ECL) test; 2) an Oral Proficiency Interview (OPI) rating of 2/2 or above; 3) completion of a formal training course for instructors such as the Basic American Language Instructor Course; and 4) at least two years of teaching experience. Schedule a telephonic OPI with DLIELC well in advance of course dates. OPI scores are valid for six months. Minimum enrollment of 6 students required.
- **MANAGING ENGLISH LANGUAGE TRAINING (MELT) – MASL IIN D177013**
 This nine-week course is designed to increase managerial abilities and introduce participants to the organizational administration of the Defense Language Institute English Language Center (DLIELC). The course provides basic knowledge of all areas involved in administering, managing, and supervising an English Language Training Program (ELTP). In a seminar environment, emphasis is placed on the practical aspects of ELTP management, with theory used as background information for practical problem-solving. Entry requirement: an 80 or higher score on DLIELC's English Comprehension Level (ECL) test. Minimum enrollment of 6 students required.

Curriculum Descriptions (Continued)

- MATERIALS DEVELOPMENT SEMINAR (MDS) – MASL IIN D177030**
 This eight-week seminar is designed for those responsible for designing materials for English language training. Seminar participants become familiar with different phases of the curriculum development process used at DLIELC, with particular emphasis on course design and the development of targeted activities for the language classroom. Participants develop all materials electronically; therefore, word processing skills are required. In addition, each participant is expected to arrive with a specific topic for the curriculum project. Entry requirements: 1) an 85 or higher score on DLIELC's English Comprehension Level (ECL) test; and, 2) writing and word processing skills. Minimum enrollment of 6 students required.
- ENGLISH LANGUAGE PROFICIENCY TESTING – MASL IIN D177003**
 This two-week seminar is designed to familiarize participants with the underlying principles and the practical techniques involved in creating, administering and evaluating criterion-referenced English language proficiency tests based on the Interagency Language Roundtable (ILR) levels. (North Atlantic Treaty Organization Standardization Agreement [STANAG 6001] Language Proficiency Levels correlate closely with ILR descriptors and levels.) The testing of any or all language skills—listening, speaking, reading and writing – may be included in the seminar objectives, depending on the specific requirements of those attending the course. The seminar dates below can be scheduled in conjunction with either the Materials Development Seminar or the Managing English Language Training course. A similar course is cross-listed under Nonresident Courses. Entry requirements: an 85 or higher score on DLIELC's English Comprehension Level (ECL) test; and, 2) an Oral Proficiency Interview (OPI) rating of 2+/2+. Schedule a telephonic OPI with DLIELC well in advance of the course dates. OPI scores are valid for six months. Minimum enrollment of 4 students required.
- OBSERVER PROFESSIONAL COURSE – MASL IIN D177002**
 This one-week training is designed to provide orientation in the development and coordination of English language training for host-country English Language Training Program (ELTP) managers, language school directors, and/or key language training staff. The training is a combination of seminars and observations covering various aspects of the learning process, administration, management or testing. The training is tailored to cover those areas of ELTP operations and administration as defined by the host country. Recommended: an 80 or higher score on DLIELC's English Comprehension Level (ECL) test.

For information on availability of resident courses, contact LEOP@us.af.mil

NONRESIDENT COURSES

- IN-COUNTRY WORKSHOP: FAMILIARIZATION WITH THE AMERICAN LANGUAGE COURSE – MASL IIN D307011**
 A DLIELC Mobile Training Team (MTT) conducts this two-week workshop for experienced instructors. The minimum class size is six, and the maximum is 10. The course is designed to familiarize participants with the ALC and provide them with experience teaching it. The required course materials are listed below and must be at the training site before the DLIELC MTT arrives. Participants should have an 80 ECL.
- IN-COUNTRY WORKSHOP: FAMILIARIZATION WITH THE NONINTENSIVE AMERICAN LANGUAGE COURSE – MASL IIN D307011**
 A DLIELC Mobile Training Team (MTT) conducts this two-week workshop for experienced instructors. The minimum class size is six, and the maximum is 10. The course is designed to give participants a thorough review of the components of the NALC and provides them with experience teaching it. The course also emphasizes teaching techniques that maximize student participation. The required course materials are listed below and must be at the training site before the DLIELC MTT arrives. Participants should have an 80 ECL.

Curriculum Descriptions (Continued)

- **IN-COUNTRY WORKSHOP: TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP) – USING THE AMEC, MASL IIN D307011**

A DLIELC Mobile Training Team (MTT) conducts this two-week workshop for experienced instructors. The minimum class size is six, and the maximum is 10. The course is designed to familiarize the participants with the issues that instructors face when teaching military language. The American Military English Course (AMEC) materials are used during the course to introduce participants to relevant teaching techniques, give them practice in presenting ESP materials, and acquaint them with basic military terminology. The required course materials are listed below and must be at the training site before the DLIELC MTT arrives. Participants should have an 85 ECL.

- **IN-COUNTRY SEMINAR: ENGLISH SKILLS FOR STAFF OFFICERS IN MULTINATIONAL OPERATIONS (ESSO) – MASL IIN D307011**

A DLIELC Mobile Training Team (MTT) conducts this seminar for staff officers who are preparing for positions requiring an advanced level of speaking and writing in English. The minimum class size is six, and the maximum is 10. The course is designed to teach communicative skills and the fundamentals of military writing. The required course materials are listed on page 25 of this catalog and must be at the training site before the DLIELC MTT arrives. Participants should have an 85 ECL.

Course length is either two or four weeks, depending upon the country's requirements. Two-week seminar: English language training programs purchase self-study packages from DLIELC and distribute them to course participants at least two months in advance of scheduled course start date. The eight ten-hour, self-instruction lessons must be completed by students prior to the two-week intensive seminar conducted by a DLIELC MTT. Four-week seminar: Students receive and complete all course materials during the four-week intensive seminar conducted by a DLIELC MTT at a training site in country.

- **IN-COUNTRY WORKSHOP: ENGLISH LANGUAGE PROFICIENCY TESTING – MASL IIN D307011**

A DLIELC Mobile Training Team (MTT) conducts this two-week workshop for English language testing specialists. The minimum class size is six, and the maximum is 12. The course is designed to familiarize participants with the underlying principles and the practical techniques involved in creating, administering and evaluating criterion-referenced English language proficiency tests based on the Interagency Language Roundtable (ILR) and/or North Atlantic Treaty Organization (NATO) Standardization Agreement (STANAG) 6001 Language Proficiency Levels. The testing of any, or all, of the four language skills – listening, speaking, reading and writing – may be included in the course objectives, depending upon the specific requirements. The instructor will provide materials for the course. Participants should have an 85 ECL and 2+/2+ on the Oral Proficiency Interview (OPI).

Professional Resources



Dr. Faith Wotton Cartwright
Chief, Nonresident Programs Division

Dr. Cartwright received her Ph.D. in English at the University of Nebraska, completed a post-doctoral program at the University of London, and was selected for the DOD Executive Leadership Course. During her years at DLIELC she has been the Chief of Evaluation, Chief of Training, Chief of Curriculum, Chief of Operations, Chief of Policy, Plans and Programs and currently is heading the Nonresident Programs Division. Her expertise is in English language program management and the specific services offered by DLIELC through the DELP.



Ms. Dawn Moore
Chief, Nonresident Operations Branch

During her 25 years at DLIELC, Ms. Moore has taught in all academic branches, served as a supervisor, worked in the Nonresident Programs Division as an Overseas Program Manager (OPM) and as the Branch Chief and the Division Chief. She completed a 5-year PCS in Japan and has conducted numerous ELT surveys in all five COCOMs. Her expertise is in the area of establishment of nonresident English language programs and the specific services offered by DLIELC through the DELP.



DLIFLC students are taught by more than 2,000 highly educated instructors, 95 percent of whom are native speakers of the languages they teach. Aside from classroom instruction, faculty also write course materials in the Curriculum Development Division, design tests called the Defense Language Proficiency Test, and conduct research and analysis.

Defense Language Institute Foreign Language Center

*COL Danial D. Pick,
Commandant*

www.dliflc.edu

Phone: (831) 242-5200

1759 Lewis Rd. BLDG 614
Monterey, CA 93944

The Defense Language Institute Foreign Language Center (DLIFLC) is one of the finest schools for foreign language instruction in the nation. As part of the Army Training and Doctrine Command (TRADOC), the Institute provides resident instruction at the Presidio of Monterey in 25 languages and several dialects, five days a week, seven hours per day, with two to three hours of homework each night. Courses last between 26 and 64 weeks, depending on the difficulty of the language. Instruction takes place in eight separate language schools and the Student Learning Center, where new students prepare for the rigors of language studies and existing students can receive additional academic support.

Facilities at the Presidio of Monterey accommodate approximately 3,500 Soldiers, Marines, Sailors and Airmen, as well as select Department of Defense (DoD) members and the US Coast Guard. To attend DLIFLC one must be a member of the Armed Forces or be sponsored by a government agency.

DLIFLC traces its roots to the eve of America's entry into World War II, when the US Army established a secret school at the Presidio of San Francisco to teach the Japanese language. Classes began November 1, 1941, with four instructors and 60 students in an abandoned airplane hangar at Crissy Field. Today, the Institute touches more than 30,000 service members annually, either for basic, sustainment, and enhancement language training; or at various locations for pre-deployment cultural awareness and language training.

Since 9/11, DLIFLC has increased training for deploying forces via instructor Mobile Training Teams and Language Training Detachments, delivering training to non-professional linguists.

To this end, DLIFLC provides online pre-deployment material called Rapport, in Dari and Pashto, which has become mandatory training for all DoD personnel traveling to Afghanistan. Aside from Rapport, DLIFLC has a multitude of language and area study materials online which are open to the public and available on its website at www.dliflc.edu.

Mission

DLIFLC provides culturally-based foreign language education, training, evaluation, research, and sustainment for DoD personnel in order to ensure the success of the Defense Language Program and enhance the security of the nation.

Vision

Delivering the world's best culturally-based foreign language training and education – at the point of need.

DLIFLC has multiple proficiency and performance goals associated with each of its instructional programs. All of these goals build on the minimum proficiency outcomes of beginning language programs. Although a sizeable percentage of the program's graduates exceed these minimum expectations, the minimum graduation requirement for the basic instructional program in every language is a U.S. Government Interagency Language Roundtable (ILR) Level 2 in reading comprehension, Level 2 in listening comprehension, and Level 1+ in speaking ability. Subsequent programs and follow-on courses help the students attain Level 3 proficiency. Students are also required to maintain a cumulative GPA of 2.0.

DLIFLC's goals are the following:

Evaluation: Develop and provide valid and reliable assessment tools and procedures to evaluate and improve resident and non-resident language training.

Technology Integration: Make key enabling investments that exploit hardware and software to build and enhance effective online learning.

Quality Philosophy: Create a culture of continuous quality improvement for serving internal and external customers.

Quality of Life: Develop and maintain affordable quality of life programs that allow students to focus on learning.

Sustainment: Provide support to non-resident programs that remediate, sustain, and enhance foreign language proficiency.

Contingency Support: Anticipate world crisis areas that require a U.S. presence and develop tailored language training packages for deploying units.

Faculty: Hire new faculty members with native fluency and advanced degrees in a language-related discipline, complemented by teaching experience. Enhance faculty teaching methodology through participation in seminars, in-house workshops, and sponsorship of a Masters program in the field of linguistics.

Curriculum Descriptions

DLIFLC foreign language programs are designed for English-speaking U.S. personnel preparing for assignments requiring foreign language skills. However, foreign students are admitted on a case-by-case basis. For more information on admission requirements and application procedures, contact the Office of the Registrar at (831) 242-5828.

DLIFLC offers basic course resident programs at the Presidio of Monterey in the following languages:

<u>Category I</u>	<u>Category II</u>	<u>Category III</u>	<u>Category IV</u>	<u>Course Length</u>
Spanish	German	Dari	Modern Standard Arabic	CAT I—26 Weeks
French	Indonesian	Persian Farsi	Arabic-Levantine	CAT II—35 Weeks
Italian		Russian	Arabic-Iraqi	CAT III—48 Weeks
Portuguese		Uzbek	Chinese Mandarin	CAT IV—64 Weeks
		Hindi	Korean	
		Urdu	Japanese	
		Hebrew	Pashto	
		Thai		
		Serbian Croatian		
		Tagalog		
		Turkis		
		Punjabi		

FOREIGN AREA OFFICER INSTRUCTION

JOINT FOREIGN AREA OFFICER COURSE (JFAOC)

5 Days

The Joint FAO Course (JFAOC) Phase I is a 5-day course offered each January and June which provides new FAOs an overview of their expected roles and functions and teaches them how to effectively interact and liaise with relevant organizations and offices during their assignments.

As a result, junior FAOs will be able to more effectively fulfill their overall responsibilities in the US and overseas environments with its myriad agencies and organizations. In addition, DLIFLC supports the Joint FAO Program by developing advanced foreign language courseware in key topical domains, providing online courses and conducting Diagnostic Assessments for FAOs attending the JPF In-Residence seminars that are conducted five times per year. The online course combines interactive learning approaches and computer technology to efficiently facilitate learning. Learners are exposed to a wide range of profession-related topics through task-based instruction and a communicative approach. Currently there are 24 topics developed in seven languages (Arabic, Chinese, French, Hebrew, Korean, Russian, and Spanish) and can be accessed by visiting FAOweb at <https://myfao.nps.edu/web/faoweb/language>.

Curriculum Descriptions (Continued)

EMBASSY-STYLE RECEPTION

1 Day

Twice annually, the FAO director at DLIFLC conducts embassy-style receptions at which FAO students and other personnel pending assignments to U.S. Embassies or Security Cooperation Offices learn the protocols and expectations of a diplomatic-level social event. Senior military and civilian officials, both active and retired, serve in the roles of Ambassador, Defense Attaché, etc. Foreign students from DLIFLC and the Naval Postgraduate School provide students with opportunities to use their foreign language skills and lend a truly international air to the event.

BASIC SPECIAL PROJECTS: CODE 15

A basic program designed to develop listening comprehension, reading comprehension, and speaking to ILR Level 2, with more attention directed toward listening and speaking skills for educational, governmental, political, and social environments. Class composition will normally consist of officers, senior enlisted personnel, and senior-grade civilians who will be entering a foreign educational program or occupying security assistance, embassy, attaché, or a Foreign Area Officer designated billet.

Professional Resources



COL Danial D. Pick
Commandant

COL Danial D. Pick is an Army Foreign Area Officer for the Middle East. As a FAO, he has served as Kuwaiti Land Forces Advisor, OMC-Kuwait; FAO Assignment Officer, Army Human Resources Command, Washington D.C.; Executive Officer, Human Intelligence Team, 2nd Battalion, 10th Special Forces Group (Airborne), Northern Iraq; Army Attaché, U.S. Embassy, Amman, Jordan; Policy Officer, Office of the Secretary of Defense; FAO Program Director, Defense Language Institute, and served as a National Security Affairs Fellow at the Hoover Institution, Stanford University from 2009-2010.



CSM Tracey L. Bellotte
Command Sergeant Major And Installation Sergeant Major

From 1988 to 1992 CSM Bellotte served as a German linguist. Her assignments included Garlstadt Germany and Ft. Huachuca AZ. In 1992, while stationed at Ft. Huachuca AZ, she reclassified to 97B and was assigned to the 165th MI BN in Darmstadt Germany. CSM Bellotte's assignments include Garlstadt Germany, Ft. Huachuca AZ, Darmstadt Germany, Hanau Germany, Washington DC, Ft. Bliss TX and Ft. Hood TX three times. While at Ft. Hood, she deployed to OIF II with 3BCT ICD, OIF 06-08 with the 504th MI BDE, and OIF 09-11 with the 303rd MI BN.



Dr. Donald C. Fischer, Jr.
Provost

Dr. Fischer specializes in organizational learning, instructional technologies, and distance learning. Dr. Fischer served as Commandant of DLIFLC from 1989-1993, contributing to a period of emphasis on the integration of computer technology into language learning. He supported the Special Forces language program; combat operations in Panama, Iraq, Somalia, and the Balkans. Currently, Dr. Fischer oversees the education of 3,500 students in 25 foreign languages.



Colonel Laura M. Ryan
Assistant Commandant

Colonel Laura M. Ryan is currently the DLIFLC Assistant Commandant and Commander, 517th Training Group, at DLIFLC. Prior to this posting, Col. Ryan served as Deputy Chief, Joint Concept Development and Experimentation Division, Directorate for Joint Force Development, J-7, Joint Staff, the Pentagon, Washington, DC.

Mission

Faculty of the Defense Resources Management Institute (DRMI) conduct professional education programs in analytical decision making and resources management for military officers of all services, and senior civilian officials of the United States and over 165 other countries.

Our goal is to enhance the effective allocation and use of resources in modern defense organizations. We help course participants develop an understanding and appreciation of the concepts, techniques, and analytical decision making skills underlying effective defense resources management.

DRMI faculty provide a multi-disciplinary curriculum in all courses, drawn from economic reasoning, management science and quantitative analysis, the basic language and analytic tools that form the foundation of modern decision theory.

History

DRMI, an educational institution located at the Naval Postgraduate School in Monterey, California, began offering courses at the direction of the Secretary of Defense in 1965. Formerly the Defense Resources Management Center, it was renamed the Defense Resources Management Institute in 1979.

DRMI faculty are members of the NPS faculty specifically assigned to DRMI for the purposes of providing graduate-level expertise in relevant academic disciplines.

DRMI faculty conduct professional education programs in analytical decision-making and resources management on a regularly scheduled basis in Monterey and by specific arrangement in other locations in the United States and overseas.



The DRMI curricula integrate economic reasoning, management science, and quantitative analysis.

The basic tenet of all DRMI curricula is that sound decisions begin with clearly stated goals and objectives, followed by identification and comparison of alternatives for achieving the goals. The systems approach uses various models to predict the consequences of different alternatives and provides a framework for the decision maker to explore tradeoffs, gain insight, and make choices.

Defense Resources Management Institute

*Dr. Francois Melese, Ph.D.,
Executive Director*

<http://www.nps.edu/Academics/Centers/DRMI/>

Defense Resources Management Institute
Code 94, NPS
699 Dyer Road
Monterey, CA 93943

International Activities Coordinator:
(831) 656-2017

Curriculum Descriptions

RESIDENT COURSES

The Institute offers seven in-residence courses at its facilities located on the grounds of the Naval Postgraduate School, Monterey, California. These are:

DEFENSE RESOURCES MANAGEMENT COURSE (DRMC) MASL P162002

Four Weeks (This course may be taken in two, 2-week segments: weeks 1 and 2 followed sometime within 2 years by weeks 3 and 4).

E-IMET Certified

Frequency: Five Times Per Year

Class Size: Maximum 54 Participants

Cost: No tuition for U.S. DoD participants. Participant's command pays lodging and per diem. Cost for international participants will vary by funding source (FMS, FMS (NATO), IMET, etc.)

Target Audience: US Officers (Active or Reserve) and international military officers, of grades O-3 through O-6; civilian officials of grades GS-9 through GS-15 or equivalent; individuals participating in accelerated career development programs; and foreign officials of similar rank or grade. DRMI may grant rank waivers upon request. Non DoD-sponsored individuals may attend upon request.

Continuing Professional Education: 116 points

Graduate Education Credit: 4 units (requires passing a test at the end of Weeks 2 and 4)

The DRMC is suitable for professionals concerned with the economic, efficient and effective allocation and use of scarce defense resources in today's complex and uncertain security environment. Participants normally come from a broad spectrum of fields, to include operations, personnel, acquisition, financial management, program management, planning, engineering, and program evaluation. This course is designed for military officers rank O-3 to O-6 and equivalent civilian officials.

DRMI faculty integrate analytical concepts, principles, methods, and techniques drawn from the disciplines of management, economics, and quantitative methods, and apply them to decisions involving the allocation of financial, logistic and human resources. A variety of analytical frameworks are presented that will enhance the participants' competence at recognizing and evaluating the risk assessments and tradeoffs that must be made among competing alternatives at both the strategic and operational levels of defense organizations.

An experienced, world-class graduate faculty teaches the course using a stimulating mix of lectures, small group discussions and real-world case studies. This approach provides a dynamic learning environment designed to develop the analytical decision-making skills so necessary in today's challenging environment. Contemporary issues such as the Global War On Terror, regional and international instability, infrastructure protection and multinational defense cooperation are used to illustrate the environment in which current defense resource allocation decisions must be made.

By the end of the course, participants will be able to clearly define and evaluate the relationship among national security objectives, defense strategies, program alternatives/capabilities, and their budgetary resource requirements.

For those ASMC members interested in obtaining or maintaining Certified Defense Financial Manager (CDFM) status, DRMC faculty teach in the following CDFM exam areas: Government Resource Management Environment; Defense Resource Management Environment; Planning, Programming and Budgeting; and Cost and Economic Analysis. A few of the other topics are indirectly covered in the course.

Curriculum Descriptions (Continued)

INTERNATIONAL DEFENSE MANAGEMENT COURSE (IDMC) MASL P162003

Eleven weeks

E-IMET Certified

Frequency: Twice Per Year

Class Size: Maximum 54 Participants

Cost: Cost varies by funding source (FMS, FMS (NATO), IMET etc.) and is available upon request.

Target Audience: Foreign military officers of ranks of captain/lieutenant and above and equivalent civilian officials. DRMI may grant rank waivers upon request.

Graduate Education Credit: 4 units (requires passing a test at the end of Weeks 6 and 11)

The IDMC is suitable for professionals concerned with the economic, efficient and effective allocation and use of scarce defense resources in today's complex and uncertain security environment. Participants normally come from a broad spectrum of fields, to include operations, personnel, acquisition, financial management, program management, planning, engineering, and program evaluation. This course is designed for military officers rank O-3 to O-6 and equivalent civilian officials.

DRMI faculty integrate analytical concepts, principles, methods, and techniques drawn from the disciplines of management, economics, and quantitative methods, and apply them to decisions involving the allocation of financial, logistic and human resources. A variety of analytical frameworks are presented that will enhance the participants' competence at recognizing and evaluating the risk assessments and tradeoffs that must be made among competing alternatives at both the strategic and operational levels of defense organizations.

An experienced, world-class graduate faculty teaches the course using a stimulating mix of lectures, small group discussions and real world case studies. This approach provides a dynamic learning environment designed to develop the analytical decision making skills so necessary in today's challenging environment. Contemporary issues such as the global war on terror, regional and international instability, infrastructure protection and multinational defense cooperation are used to illustrate the environment in which current defense resource allocation decisions must be made.

A major curricular concept of this course is comparative resources management, i.e. the examination of how different countries allocate resources. In order to enhance the comparative aspects of the curriculum, DRMI leadership encourages broad national representation with a diversity of both military services/agencies and civilian government officials. In addition to the small-group discussions that are a key part of the learning environment, each country's participants are required to give a presentation on national security issues faced by their country. These presentations allow for class-wide discussion of key security issues around the world.

By the end of the course, participants will be able to clearly define and evaluate the relationship among national security objectives, defense strategies, program alternatives/capabilities, and their budgetary resource requirements. They will be able to plan for the broadest set of security requirements and will be capable of contributing to the capacity building of their national military and security forces.

Curriculum Descriptions (Continued)

SENIOR INTERNATIONAL DEFENSE MANAGEMENT COURSE (SIDMC) MASL P162004 Four Weeks

E-IMET Certified

Frequency: Once Per Year

Class Size: Maximum 54 Participants

Cost: Cost varies by funding source (FMS, FMS (NATO), IMET etc.) and is available upon request

Target Audience: Military general/flag officers and equivalent civilian officials. DRMI may grant rank waivers upon request.

The SIDMC is suitable for senior (flag and general rank international military officers and equivalent civilian officials) professionals concerned with strategic planning and the economic, efficient and effective allocation and use of scarce defense resources in today's complex and uncertain security environment. Participants normally come from a broad spectrum of fields, to include operations, personnel, acquisition, financial management, program management, planning, engineering, and program evaluation. They should be working at senior decision-making levels within their respective organization, focused on the strategic aspects of defense planning and resource allocation.

DRMI faculty integrate analytical concepts, principles, methods, and techniques drawn from the disciplines of management, economics, and quantitative methods, and apply them to strategic decisions involving the allocation of financial, logistic and human resources. A variety of analytical frameworks are presented that will enhance the participants' competence at recognizing and evaluating the risk assessments and tradeoffs that must be made among competing alternatives at both the strategic and operational levels of defense organizations.

An experienced, world-class graduate faculty teaches the course using a stimulating mix of lectures, small group discussions and real world case studies. This approach provides a dynamic learning environment designed to develop the strategy formulation and analytical decision making skills so necessary in today's challenging environment. Contemporary issues such as the global war on terror, regional and international instability, infrastructure protection and multinational defense cooperation are used to illustrate the environment in which current defense resource allocation decisions must be made.

By the end of the course, participants will be able to clearly define and evaluate the relationship among national security objectives, defense strategies, program alternatives/capabilities, and their budgetary resource requirements. They will be able to plan for the broadest set of security requirements and will be capable of contributing to the capacity building of their national military and security forces.

MULTI-CRITERIA DECISION MAKING COURSE MASL P162012 Two Weeks

E-IMET Certified

Frequency: Once or twice per year

Class Size: Maximum 20 Participants

Cost: Cost varies by funding source (FMS, FMS (NATO), IMET etc.) and is available upon request.

Target Audience: US officers (active or reserve) and international military officers, of grades O-3 and above; civilian officials of grades GS-9 and above or equivalent; individuals participating in accelerated career development programs; and foreign officials of similar rank or grade.

Curriculum Descriptions (Continued)

DRMI faculty develop a quantitative approach to support decision making by managers in defense organizations. The focus is on practical application to management decisions involving many organizational objectives. Emphasis is placed on formulating the problem, understanding the analytical process involved in evaluating potential solution alternatives, and interpreting the results of the analysis in support of choosing a solution. Instructors will provide practical examples from defense resource allocation problems. Each participant will be required to apply the multi-criteria decision approach taught during this course to a decision problem of current interest to their own MoDs. The problem can be one that is already being analyzed, or a new problem. Participants will have the opportunity to work in depth on this problem with a faculty member during the course. A final presentation will be delivered on the last day of the course. This exercise will link the theoretical environment with the real world through a practical and relevant application of course concepts. It is also hoped that this will serve as a foundation for further work on this problem once the participants return to their own organizations. This course should prove very helpful for anyone involved in a Business Case Analysis (BCA).

BUDGET PREPARATION, EXECUTION AND ACCOUNTABILITY COURSE MASL P156600 Eight Days

E-IMET Certified

Frequency: As Scheduled

Class Size: Maximum 20 Participants

Cost: Cost varies by funding source (FMS, FMS (NATO), IMET etc.) and is available upon request.

Target Audience: US officers (active or reserve) and international military officers, of grades O-3 through O-6; civilian officials of grades GS-9 through GS-15 or equivalent; individuals participating in accelerated career development programs; and foreign officials of similar rank or grade. DRMI may grant rank waivers upon request.

DRMI faculty examine the preparation, execution and accountability of defense budgets. They provide the foundation for preparing and executing the budget by discussing the overall budget process beginning with planning and programming. Planning and programming are the stages where policy formulation and allocation of resources support national priorities, goals and objectives. The faculty review these concepts and then illustrate how to take the programming decisions from the Ministry of Defense (MOD) through the budget cycle. It begins with a section on budget preparation using MOD programming guidance, integrating programs with budget guidance to create a budget. It then provides information, tools and techniques, and exercises on estimating budget submissions, funds control, performance management and feedback, all components of preparing, executing, and providing accountability for defense budgets.

Each participant/country will be required to present a real-life budget issue of current interest to their MoD. The issue can be one that is already being analyzed, or a new issue. Participants will have the opportunity to apply any concepts/instruction learned in the course as a method to begin exploring practical solutions to the issue. This exercise will link the theoretical environment with the real world through a practical and relevant application of course concepts. It is also hoped that this will serve as a foundation for further work on this problem once the participants return to their own organizations. Preparations will be made during the first four days of the course and a final presentation will be delivered on the fifth day of the course. The presentation will follow a format consistent with Microsoft power point applications. Participants should then be prepared for a question and answer period in which their peers can participate in the discussion of issues/solutions.

Please think about problems of potential interest and relevance prior to your arrival for this course!

Curriculum Descriptions (Continued)

RISK MANAGEMENT COURSE MASL P162000

Two Weeks

Frequency: Once per year

Class Size: Maximum 20 Participants

Cost: Cost varies by funding source (FMS, FMS (NATO), IMET etc.) and is available upon request.

Target Audience: US officers (active or reserve) and international military officers, of grades O-3 and above; civilian officials of grades GS-9 and above or equivalent; individuals participating in accelerated career development programs; and foreign officials of similar rank or grade. DRMI may grant rank waivers upon request.

DRMI faculty introduce the basic elements of risk management. Faculty present a quantitative definition of risk that allows managers to assess the amount of risk in a given decision problem. Simulation modeling is used as the prime tool for quantifying the risk. Participants are given the opportunity to develop their skill in using this tool. The faculty then explore how this tool is used in risk management for devising strategies such as hedging, diversifying and seeking robustness.

PERFORMANCE MANAGEMENT AND BUDGETING MASL – P162014

Five Days

E-IMET Certified

Frequency: Once per year

Class Size: Maximum 20 Participants

Cost: Cost varies by funding source (FMS, FMS(N), IMET, etc.) and are available upon request. U.S. DoD participants' command is responsible for travel, lodging and per diem.

Target Audience: US Officers (Active or Reserve) and International Military Officers, of Grades O-3 through O-6; Civilian Officials of Grades GS-09 through GS-15 or Equivalent; Individuals Participating in Accelerated Career Development Programs; and Foreign Officials of Similar Rank or Grade.

This course examines performance management and budgeting beginning with planning-to-budgeting and government accounting systems, and different types of and uses for budgets. Faculty provide a foundation for performance management and budgeting by developing top-level goals and objectives, examining indicators of performance and performance hierarchies, and showing how indicators can be developed and used for managing effectiveness and budgeting systems. Faculty present real world and teaching examples of measures of efficiency and effectiveness, and how those measures impact budget decisions and implementation. Participants then create performance measures for a defense organization and discuss how they can be used in a defense (or government) budget. Participants should bring examples of performance measurements for their own organizations and information on how these measures are currently implemented in budgets.

Curriculum Descriptions (Continued)

MOBILE COURSES

MOBILE INTERNATIONAL DEFENSE MANAGEMENT COURSE (MIDMC) - MASL P319016

Target Audience: This course is designed for military officers and civilians as selected by the host country. The Mobile International Defense Management Course (MIDMC) is suitable for professionals concerned with the economic, efficient and effective allocation and use of scarce defense resources in today's complex and uncertain security environment. Participants normally come from a broad spectrum of fields, to include operations, personnel, acquisition, financial management, program management, planning, engineering, and program evaluation.

DRMI's experienced, world-class graduate faculty integrate analytical concepts, principles, methods, and techniques drawn from the disciplines of management, economics, and quantitative methods, and apply them to decisions involving the allocation of financial, logistic and human resources. Throughout the MIDMC, participants develop skills to recognize and evaluate the risk assessments and tradeoffs that must be made among competing alternatives at both the strategic and operational levels of defense organizations.

DRMI faculty teach the course using a stimulating mix of lectures, small group discussions and real-world case studies. This approach provides a dynamic learning environment designed to develop the decision making skills necessary in today's challenging environment. Faculty use contemporary issues such as the global war on terror, regional and international instability, infrastructure protection and multinational defense cooperation to illustrate the environment in which current defense resource allocation decisions must be made. This course is one to two weeks long with the curriculum tailored to the needs of each country. DRMI can adapt and tailor any of its resident programs to serve as the foundation for a mobile course. By the end of the course, participants will be able to clearly define and evaluate the relationships among national security objectives, defense strategies, program alternatives/capabilities, and their budgetary resource requirements.

For additional information regarding DRMI mobile courses, please contact the International Programs Coordinator at (831) 656-2017 (voice), or (831) 656-2139 (fax).

Curriculum Descriptions (Continued)

ANALYTICAL DECISION MAKING COURSE (ADMC)

The ADMC is suitable for US professionals concerned with the economic, efficient and effective allocation and use of scarce public resources in today's complex and uncertain security environment. Participants usually come from a broad spectrum of fields, to include logistics, operations, personnel, acquisition, financial management, program management, planning, engineering, and program evaluation. This course is designed for government employees, military officers, and contractors who hold analytical or managerial positions.

An experienced, world-class graduate faculty integrate analytical concepts, principles, methods, and techniques drawn from the disciplines of management, economics, and quantitative methods, and applies them to decisions involving the allocation of scarce public resources. Faculty present a variety of analytical frameworks that enhance participants' competence at recognizing and evaluating the risk assessments and tradeoffs made among competing alternatives at both the strategic and operational levels of defense organizations.

The faculty teach the course using a stimulating mix of lectures, small group discussions and real world case studies. Contemporary issues such as the global war on terror, performance management, and risk analysis are used to illustrate the environment in which current resource allocation decisions must be made. This course is normally one to two weeks long. The curriculum can be tailored to meet the needs of the sponsor and can draw on any of the material from the resident courses taught in Monterey.

By the end of the course, participants will be familiar with marginal analysis, uncertainty and risk, and multi-objective decision making. Official requests by DoD activities should be addressed directly to DRMI. DRMI leadership will also process applications for on-site courses for non-defense or non-federal organizations through appropriate DoD channels. Details of funding source and estimates of costs will be addressed at the time of inquiry.

DRMI requires sufficient lead time for planning and preparation of mobile programs. Courses for US agencies normally require at least three months' notice to allow for preparation and shipment of course materials. The course cost is determined on a reimbursable basis to include faculty salaries, all materials, and transportation and per diem for the teaching team. Suggested class size is 20 to 40 students.

For additional information regarding DRMI's mobile courses, please contact the International Programs Coordinator at (831) 656-2017 (voice), or (831) 656-2139 (fax).





Francois Melese
Executive Director

Dr. Melese's research interests include budgeting with incentives, pricing issues in revolving funds, the role of benefits and pay in compensation, defense industrial base issues, and the integration of cost and effectiveness. He is a member of the American Economic Association, Southern Economic Association, Operations Research Society, and the Research Society of American Scientists - Sigma Chi. Professor Melese joined the faculty of DRMI in June 1987.



C. J. LaCivita
Professor

Dr. LaCivita's current research concerns the relationship between accounting costs and economic costs and their use in promoting more efficient management of defense resources. He is a member of the American Economic Association and the American Society of Military Comptrollers. He is also a member of the commission that developed and oversees the Certified Defense Financial Manager Program.



James H. Morris
Professor

Dr. Morris' research interests include trust and betrayal in work organizations and role making. He has participated in the California Army National Guard as a psychologist in hospital as well as staff officer assignments from 1979 to 1993, and retired from the Army Reserve in 1996. He is a member of the American Psychological Association and the Academy of Management. He joined the Institute in May 1982.



Kent D. Wall
Professor

Dr. Wall's research interests focus on the development of quantitative aids in decision making. He has published his work in many scholarly journals, including the IEEE Trans. Automatic Control, Automatica, Proceedings of the IEE, Communications in Statistics, Journal of Business and Economic Statistics, Journal of Time Series Analysis, Journal of Econometrics, and JASA. He joined the faculty in August 1985 and served as Assistant Director for Academic Programs from 1993-1998.



Diana I. Angelis
Associate Professor

Dr. Angelis' research interests include cost accounting, activity-based costing, valuation of R&D, and acquisition innovation. She was commissioned as an officer in the United States Air Force in 1984 and served as a program engineer until 1989. Dr. Angelis is a Certified Public Accountant and a Lt Col in the US Air Force Reserve. She joined the DRMI faculty in 1996.



Jonathan Lipow
Associate Professor

Dr. Lipow's research interests are primarily in public economics and in national security studies. He has published papers on these topics in journals such as the Journal of Economic Behavior and Organization, Economics Letters, Defense and Peace Economics, and World Development. His current research focuses primarily on government portfolio investment and military manpower problems.



Robert M. McNab
Associate Professor

Dr. McNab conducts research on public budgeting, to include the development of planning, programming, and budgeting systems. He is currently working on best practices in the development of program budgeting in developing countries. His research interests also include fiscal decentralization and strategic management.

Professional Resources (Continued)



Eva D. Regnier
Associate Professor

Dr. Regnier's research focuses on decision problems in which the relevant uncertainties are difficult to characterize in a decision-relevant form. Currently, she is working at the interface between meteorology and decision sciences, with particular application to hurricane decision-making, and investigating the impact of energy and biomass price dynamics on production economics.



Anke Richter
Associate Professor

Dr. Richter's research interests include resource allocation for epidemic control, disease modeling and economic impact assessment, and bioterrorism. She has published in numerous journals. Dr. Richter is a member of the Institute for Operations Research and the Management Sciences (INFORMS) and the International Society for Pharmacoeconomics and Outcomes Research (ISPOR). She joined the faculty in August 2003.



Natalie J. Webb
Associate Professor

Dr. Webb currently conducts research on nonprofit and voluntary organizations, including their interaction with defense and other government agencies and non-governmental organizations, and performance management. Dr. Webb is a member of the American Economic Association and the Association for Research on Nonprofit Organizations and Voluntary Action, among others. Professor Webb joined the faculty in July 1992.



Laura Armev
Assistant Professor

Dr. Armev previously worked as an analyst at the Cost Analysis and Program Evaluation division of the Office of the Secretary Defense, where she provided economic analysis of policy. Her research focuses on the political and economic factors that affect civil wars and insurgencies. Most recently she has focused on the economics and politics of post-war reconstruction.



Jomana H. Amara
Associate Professor

Dr. Amara previously held a position with Shell Oil as a project leader managing information and control system design and installation for petrochemical complexes. Her research interests include International Economics, International Finance, and Time Series Econometrics. Dr. Amara joined the DRMI faculty in August 2004.



Jason Hansen
Assistant Professor

Dr. Hansen's current research interests apply microeconomic theory to water resource and land management problems. His general interests include public policy evaluation and the role of efficient resource allocation in economic stability. Dr. Hansen joined the DRMI faculty in 2009.



Ryan Sullivan
Assistant Professor

Dr. Sullivan received a B.S. in Economics from University of Wisconsin-La Crosse (2002), an M.S. in Economics from Iowa State University (2005), and a Ph.D. in Economics from Syracuse University (2010). His research interests include cost-benefit analysis of various military programs and the incidence of sin taxes. He served as an infantry soldier in the U.S. Army National Guard from 1998-2006. Dr. Sullivan joined the faculty of DRMI in July 2010.

Professional Resources (Continued)



Jay Simon
Assistant Professor

Dr. Simon's research is in decision analysis. His main research focus is multi-attribute preference modeling, particularly involving outcomes which occur over time, space, or groups of people. His current & recent work includes a prostate cancer decision model, preference models for health decisions, preferences over geographical data, and altruistic utility modeling. Dr. Simon joined the DRMI faculty in August 2009.



Stephen F. Hurst
Senior Lecturer

Mr. Hurst served in Vietnam as an artillery forward observer and in Okinawa as the Operations Officer, 12th Marines. He served as the Integrated Logistics Support Officer for the Tactical Warfare Simulation, Evaluation, and Analysis System at the Marine Corps Command and Staff College. He served as Head, Manpower Information Systems Field Support Section. He joined the faculty in August 1989 while on active duty, retired as a Lieutenant Colonel in September 1992, and became a civilian faculty member.



Allan C. Polley
Senior Lecturer and International Programs Coordinator

Mr. Polley was an F-4 Radar Intercept Officer with VMFA-232 for over six years, making three WestPac deployments. After a "Headquarters" tour where he served consecutively as the Manpower and Procurement Analyst for POM 94-99 and as Aide-de-Camp for the Assistant Commandant of the Marine Corps, he joined the DRMI faculty in 1992. In June 1995 he departed for F/A-18D Weapons and Sensors Officer training, with follow-on service as the Base Realignment and Closure Officer. He rejoined the DRMI faculty in June 1997, retired from the Marine Corps.



Larry E. Vaughan
Senior Lecturer

Professor Vaughan, a retired Navy Supply Corps officer, has been a ship's supply officer, government contracting officer, comptroller, petroleum officer and director of data processing. He was also an Assistant Professor at the Defense Institute of Security Assistance Management, where he co-authored the textbook, The Management of Security Assistance. Professor Vaughan served at the Institute from July 1985 to February 1988 while on active duty.



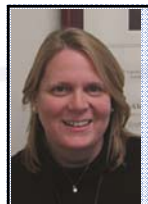
Lt Col José Z. L. Andin
Lecturer

Lt Col Andin served in various financial management and comptroller leadership positions at the wing, major command, and Air Staff level, including serving as Chief, USAF Comptroller War Plans. He has also served as an instructor at the USAF Squadron Officer School, and as an executive officer at the wing and Air Staff level. He joined the faculty in July 2009.



Mark Hladky
Lecturer

Mark Hladky received a Bachelor of Science in Finance and Management from the University of Oregon (1987) and an MBA from the University of Colorado, Colorado Springs (2000). He is a 2002 graduate of the U.S. Army Command and General Staff College. Prior to his retirement from the Army in 2009 he served in numerous field artillery and comptroller assignments in the U.S. and overseas, most recently as the Deputy Comptroller of Multi-National Corps Iraq and 18th Airborne Corps, Baghdad, Iraq. He joined the DRMI faculty in April 2006 as a military lecturer.



Charlie Orsburn
Education Associate and Field Studies Program Manager

Ms. Charlie L. Orsburn is a 1993 Harry S. Truman Scholar and a 2000 graduate of the Monterey Institute of International Studies with a Master of Arts International Policy Studies, and a certified cross-cultural communications specialist. Ms. Orsburn joined the DRMI as the Field Studies Program Manager in June 2008 and became a part of the DRMI Faculty as the Education Associate in August 2011.

Professional Resources (Continued)



Luis A. Morales
Lecturer

Luis Morales holds a B.S. in Resources Management from Troy State University (1984) and an MPA in Comptrollership from the University of Missouri, Kansas City (1992). Prior to his retirement from the U.S. Army in 2006, Luis served in numerous infantry, comptroller and joint duty assignments worldwide. He was assigned to DRMI as a military faculty member from 1995-1999 and returned to DRMI for a second tour in 2004. He continues serving DRMI as a civilian faculty member.



James S. Blandin
Professor Emeritus

Dr. Blandin's research interests include Defense Manpower, Organization Design, and Performance Management Systems. His research has appeared in a variety of books and journals including: The Journal of Business Research, Academy of Management Journal, IEEE Transactions on Engineering Management, The Defense Management Journal, Armed Forces and Society, Defense Economics, Armed Forces Comptroller and International Public Management Review.



Peter C. Frederiksen
Professor Emeritus

Dr. Frederiksen's research interests include the effect of military spending and other government expenditures on economic performance in developing countries, and the role of government in prompting financial sector involvement in infrastructure investment in developing countries. He is a member of the Atlantic Economic Association, and the Society for Cost Estimating and Analysis, where he is a Certified Cost Analyst. He joined the Institute in 1974.

Earl R. Brubaker
Professor Emeritus

Dr. Brubaker previously served as an economic analyst for the federal government (1960–1966). He authored two books, Individual Values and Global Sharing and Public Expenditure Decisions, as well as many articles in the American Economic Review, the Economic Journal, the Journal of Political Economy, and other leading economic periodicals. His current research focuses on eliciting citizens' input to support public budgetary decisions.



Todd Ferris, Maj, U.S. Marine Corps
Lecturer

Maj Ferris earned his BS in Mechanical Engineering from the United States Naval Academy (1996) and his MS in Operations Research from the Naval Postgraduate School (2008). His primary military occupational specialty is an Electronic Countermeasures Officer (ECMO) in the EA-6B Prowler.



Anthony Seifert
Lecturer

Mr. Seifert studied Pre-med Biology and Naval Science, and received a Master's Degree in Financial Management from the Naval Postgraduate School in 2010. Prior to his assignment to DRMI in July 2010, Anthony served in a variety of sea assignments aboard the USS NICHOLAS, USS KLAKRING, USS FIFE, USS McINERNEY, USS LABOON, USS GOZALEZ, and shore command and staff assignments including tours in Alaska, California, Florida, South Carolina, Virginia, Bahrain, Djibouti and throughout the Horn of Africa.

Mission

The mission of the Marshall Center is to create a more stable security environment by advancing democratic institutions and relationships, especially in the field of defense; promoting active, peaceful security cooperation; and enhancing enduring partnerships among the nations of North America, Europe, and Eurasia.

The Marshall Center's College of International and Security Studies (CISS) and Outreach Programs Directorate (OPD) conduct a variety of unique programs involving officials from more than 110 countries (to date). Most programs are taught in three languages: English, German and Russian. The CISS maintains a long-term academic focus while OPD focuses on current issues and problem solving, as well as maintaining contact with more than 60 percent of all Marshall Center alumni.

History

After the failed August 1991 coup attempt in Russia, defense specialists identified the need for an institution such as the Marshall Center. The U.S. European Command (EUCOM) began to develop proposals to expand defense and security contacts with the emerging democracies of Central and Eastern Europe and Eurasia in order to positively influence the development of security structures appropriate for democratic states. In February 1992, a proposal was submitted to then-Chairman of the Joint Chiefs of Staff General Colin Powell to use the facilities of the former U.S. Army Russian Institute (USARI) to create a European center for security studies in order to rapidly develop opportunities to work with European and Eurasian defense establishments. He endorsed the plan on March 17, 1992. Undersecretary of Defense for Policy Paul Wolfowitz approved the proposal that summer, and the staffs began developing a charter for the proposed center.

Then-Secretary of Defense Dick Cheney signed DOD Directive 5200.34 in November 1992, establishing the George C. Marshall European Center for Security Studies as an element of EUCOM under the authority, direction and control of the commander-in-chief, EUCOM. The Marshall Center became a German-American partnership when a memorandum of agreement was signed on December 2, 1994, between headquarters EUCOM and the German Ministry of Defense.



The Marshall Center exists to help educate those leaders from North America, Europe, and Eurasia who will forge a brighter future for all nations.

The Marshall Center contributes to the national strategy of security cooperation throughout the region with tailored, professional education and research, dialogue, and the persistent, thorough, and thoughtful examination of issues that confront our client nations today and in the years ahead.

George C. Marshall European Center for Security Studies

Keith W. Dayton
Lt. Gen. (ret.), US Army
Director

www.marshallcenter.org

Civilian
+49 (0)8821-750-8677/2686
DSN: 314-440-2677/2686
Civilian FAX:
+49 (0)8821-750-2750
sjs@marshallcenter.org

US Mailing Address:
The Marshall Center
CMR 409
APO AE 09053

German Mailing Address:
The Marshall Center
Gernackerstrasse 2
82467 Garmisch

Curriculum Descriptions

PROGRAM IN APPLIED SECURITY STUDIES – CAPACITY BUILDING (PASS-CB)

PASS offers a rigorous, intellectually stimulating, 10-week course for civilian government officials, military officers, and government academics. The focus of the PASS is to provide graduate-level study in security policy, defense affairs, international relations and related topics. It is designed for junior officers, their civilian counterparts in government security agencies and junior diplomats.

During the first four weeks, participants take part in a two-week core curriculum that builds a common understanding of critical aspects of global security followed by a two-week elective period that allows participants to focus in-depth on topics of particular concern. Core activities include plenary lectures and small seminar groups led by Marshall Center resident faculty.

PASS Each carefully crafted seminar brings together participants from a wide variety of countries and professional background. Core studies and electives include assigned readings, seminar discussions, debates, panels and role-playing exercises, as well as field studies. Participants must be proficient in either English or Russian.

A one-week field study session complements classroom activities by allowing participants to examine national and international security institutions and speak with senior decision-makers. Destinations vary from course to course, and have included Berlin, Brussels, New York and Washington D.C.

The second half of the course focuses on the application of concepts addressed earlier in the course in order to build institutional and individual capacity. A two-week core curriculum is complemented by another two weeks of electives, designed with an eye toward operationalizing strategic concepts, and addressing specific problems such as corruption, cyber threats, and illicit trafficking. Participants will also develop individual skills that will benefit them for the rest of their careers, such as critical thinking and decision-making, strategic planning and policy development, and oral and written communications.

A theme addressed throughout the program's core topics and electives is the need for international, interagency and interdisciplinary cooperation in responding to 21st century security challenges.

Core study topics include:

- Global challenges and cooperation: emerging threats to international security and the role of NATO and the EU in addressing these challenge.
- National security governance: military, intelligence and law enforcement roles in national security; effective rule of law and governance; energy security and economic development
- Institutional capacity building: countering corruption, developing national security strategy and civil-military relations
- Individual capacity building: skills for the international security professional, how to play an effective role in policy development, and how to communicate with decision-makers and the press.

The PASS-CB concludes with a one-week capstone module which brings core seminars together to apply key lessons and themes developed in the program, culminating in a three-day crisis management exercise .

Curriculum Descriptions (Continued)

PROGRAM ON TERRORISM AND SECURITY STUDIES (PTSS)

The five-week course is designed for military officers, government officials and police administrators currently working in mid- and upper-level management positions of counterterrorism organizations throughout the world.

PTSS focuses on how a state can effectively combat terrorism but still adhere to the fundamental values of a democratic society. It helps participants appreciate the nature and magnitude of today's threat, develop a common understanding of the definition of terrorism and establish contacts within the counterterrorism community. By developing common grounds of knowledge, understanding and contacts among participants - an "intellectual interoperability" - PTSS improves national security officials' ability to cooperate internationally to counter aspects of terrorism that transcend national borders.

PTSS is divided into an introductory segment, five modules and a field study trip. The modules cover: the dynamics of terrorism: definitions, history, motivations and trends; terrorist ideology and radicalization; counterterrorism – the security forces; counterterrorism – legal and financial measures; and international diplomacy and engagement. .

The program features presentations by prominent military and government officials and internationally renowned scholars. The course also includes a field study that gives participants a view of a selected country's counterterrorism policies in action, and takes place between modules four and five. The course methodology encourages active learning. Participants will engage in seminar discussion, examine case studies and take part in role-play exercises. Seminar groups will also undertake a research project and present their findings to their colleagues.

Throughout these modules, the course emphasizes several recurring themes:

Leadership and ethics: Developing a corps of educated, disciplined leaders that can overcome terrorism's moral challenges is the catalyst for the suppression of terrorism.

The global Jihadi narrative and our counter-narratives: Hard-core global jihadis and their affiliates can only be pursued, killed or captured; however, supporters of their ideology must be offered a better idea.

Weapons of mass destruction: Terrorism's most deadly threat is no longer a matter of "if" they will be used.

Terrorists have used WMD and are motivated to continue to improve their capabilities.

Competing angles of analysis: In all matters related to international affairs and security, there is always more than one way to appreciate a given problem or challenge. The subject of terrorism is no different. In fact, the emotive nature of this phenomenon can cloud our understanding very easily.

Through this curriculum, participants will develop a framework of action to combat terrorism as they pursue their careers. Graduates will find they have learned not what to think, but how to think about the complexities of our rapidly shrinking globe and the questions they should ask as national security officials.

SENIOR EXECUTIVE SEMINAR

The SES is an intensive eight-day program that offers policymakers a forum for exploring a current international security issue in depth. The goal of SES is for participants to return home with a deeper awareness of key issues that influence national, regional and international security, the factors that shape security strategy, and the components of cooperative security in an interdependent world. The seminar includes presentations by senior officials and recognized experts followed by discussions in seminar groups. The SES is conducted twice a year.

Curriculum Descriptions (Continued)

Participants include high-level government officials, general officers, senior diplomats, ambassadors, ministers, and parliamentarians. Many members of this community are in the position to guide their nations in the coming decades. Graduates share the experience of a thought-provoking, intellectually challenging program that will enrich their future decision-making ability and strategic thinking.

Past sessions have focused on the topics of narcotics trafficking and terrorism, relations with Russia, energy security, redefining the Atlantic community, transnational security cooperation and more.

PROGRAM ON SECURITY SECTOR CAPACITY BUILDING (SSCB)

This program provides a forum for partner and allied countries, as well as states recovering from internal conflict, to learn to reform and build successful and enduring security institutions and agencies. This three-week strategic-level program brings participants together to share information, ideas and best practices in the field of security sector institutional capacity building with the goal of facilitating contact and cooperation between participant nations and organizations.

Participants include a mix of military and civilian government officials at the rank of lieutenant colonel-colonel, and civilian equivalents, who are working in a position in government which deals with security sector capacity building. Participants should have a good command of the English language and be familiar with the basic use of a computer and the internet.

The course is intended to develop a common understanding of the challenges inherent in security sector capacity building, including security strategy development, the role of good governance, the rule of law, security sector budgeting, accountability and oversight, interagency cooperation and crisis management.

The long-term objective of the program is to contribute to efforts to strengthen sustainable institutional capacity at national and international levels to enhance national, regional and international security.

SSTaR consists of three modules :

1. National security strategy development
 - The broader context for security sector capacity building
 - The roles of national security sector forces and institutions
 - National security strategy building – theory and practice
 - Challenges in building effective national security sector policies and strategies
2. Building democratic and accountable security sectors
 - Legitimacy – good governance and the rule of law
 - Democratic control and oversight of the security sector
 - Political, legal and economic controls on the security sector
 - Interagency cooperation
 - Effective institutions and processes for crisis management
3. Contemporary challenges in security sector capacity building
 - International institutional support
 - Regional security cooperation
 - The challenges of capacity building in fragile and post-conflict states
 - Development of professional expertise – education and training
 - Case studies – best practice in institutional security

Curriculum Descriptions (Continued)

The course includes presentations by subject matter experts, daily seminars in small groups and supporting readings. Active learning is promoted through small group discussions, case study analysis and role play exercises. Participants examine theoretical concepts through real-world case studies to provide practical as well as theoretical insights into security sector capacity building.

Program goals include looking at the main challenges in the international strategic environment and in the development of efficient and effective national security strategies. Participants explore the characteristics and importance of good governance and the rule of law, and identify and analyze mechanisms to provide democratic control, oversight and reform of the security sector. Participants also discuss interagency cooperation, civil-military relations, various controls of the security sector, and the challenges in building security sector capacity.

SEMINAR ON COMBATING WEAPONS OF MASS DESTRUCTION/TERRORISM (SCWMD/T)

This seminar provides national security professionals a comprehensive look at the pillars of combating weapons of mass destruction and the challenges posed by chemical, biological, radiological and nuclear elements. The course is presented to both civilian and military personnel in mid- and upper level positions from all over the world.

The two-week SCWMD/T examines best practices for ensuring that participating nations have the fundamental knowledge to adhere to international agreements related to chemical, biological, radiological and nuclear materials; to prevent unsanctioned transfer of WMD materials; and to prepare for management of the consequences of a WMD event. Unsanctioned transfer of materials applies to both states and non-state actors and proliferation of CBRN – including precursors - to terrorist organizations.

SCWMD/T is planned to be offered bi-annually after completion of the pilot course in 2011. The course will be conducted in English only.

SCWMD/T provides a comprehensive professional development opportunity in one of the most challenging nexus areas of national security – combating weapons of mass destruction and terrorism. By better understanding the breadth of the challenges posed by these elements, the course seeks to improve the participant's ability to address leaders at home and across the international community on the imperatives of regional, continental and global cooperation to prevent WMD proliferation and use.

The SCWMD/T curriculum, which consists of lectures, seminars, case studies and a field study, is organized into five broad areas:

- Challenges posed by weapons of mass destruction
- Nonproliferation
- Counter proliferation
- Consequence management
- Field study

Within this comprehensive framework, participants study a number of key topics:

- Chemical, biological and nuclear issues
- Interdiction and border security
- Treaties and agreements
- United Nations Security Council Resolutions
- Selected case studies

Curriculum Descriptions (Continued)

During the seminar, participants will discuss the broad definition of CBRNE, non-proliferation and counter-proliferation of those transnational threats. Participants will also look at the pillars of a comprehensive strategy of combating weapons of mass destruction.

The goal of the seminar is to enhance the skill sets of national security professionals to be better prepared to focus on the prevention of WMD proliferation and use.

SEMINAR ON TRANSATLANTIC CIVIL SECURITY

The Seminar on Transatlantic Civil Security (STACS) provides civil security professionals from Europe, Eurasia and North America an in-depth look at how nations can effectively address domestic security issues that have regional and international impact.

The three-week seminar examines best practices for ensuring civil security and preventing, preparing for and managing the consequences of domestic and regional crises and disasters. STACS is designed for military officers and government officials responsible for civil security policies and programs, as well as representatives of intergovernmental and nongovernmental organizations with civil security responsibilities.

With its focus on the development of core knowledge and skills, STACS provides a critical professional development opportunity in the emerging field of civil security .

STACS is organized in four modules:

- Threats and Hazards
- Prepare and Protect
- Respond and Recover
- Field Study

Within this comprehensive framework, participants study a number of key topics:

- Understanding the challenges posed by terrorist threats and “all hazards” events
- Protecting and managing risks to critical infrastructure
- Achieving secure borders and enhancing transportation security efforts
- Planning for and executing integrated interagency crisis and consequence management
- Providing defense support to civil authority
- Managing media and public information
- Enhancing interagency and international processes for civil security
- Ensuring coordinated sharing and use of intelligence and information in support of civil security

The STACS curriculum, which consists of lectures, seminars, case studies and field studies, is designed to emphasize and enhance the essential skills of the civil security professional, including communication, collaboration, planning, critical thinking, strategic leadership, and crisis and risk management skills.

By developing common grounds of knowledge, core skills and contacts, STACS improves participants’ ability not only to address domestic civil security issues but also to operate regionally and internationally.

Curriculum Descriptions (Continued)

SEMINAR ON REGIONAL SECURITY (SRS)

The Seminar on Regional Security provides national security professionals with a comprehensive overview on security dynamics and conflict resolution strategies within the European-Eurasian region. It does so by using case studies in which regional crises as a result of violent conflict occurred. In contrast to the traditional global perspective, this seminar shifts the focus to a regional outlook on the analysis of approaches and best practice examples towards peace and security, in the context of comprehensive international missions and a multitude of local, regional and international actors.

The three-week seminar thereby aims at systematically analyzing the character of the example crises, the impact of regional actors, as well as the effects of international assistance measures.

SRS will be offered annually. Each session will concentrate on one or two traditionally unstable regions – the Western Balkans and the South Caucasus, looking at actual conflicts in the regions and efforts to achieve stability. The course will be conducted primarily in English and Russian; if there is adequate request the course will also be offered in German.

SRS offers critical insights into the world of crises and crisis management by providing a systematic lessons learned assessment of impacting factors and relevant actors. The course seeks to improve not only the participant's knowledge of the two example regions, but aims at achieving generalized conclusions in reference to the capabilities and limitations of crisis management in general. Tangible results are expected from the comparative assessment of the conflicts.

The SES curriculum, which consists of a combination of lectures, seminars and case studies as well as active learning units, is organized into four modules:

- Concepts of regional security dynamics
- A clash of principles: self-determination versus territorial integrity
- External intervention versus local ownership
- Reconciliation versus divided society

Within the comprehensive framework, participants study a number of key topics:

- Key concepts of regional security
- Root causes and conflict patterns
- Critical elements of the crisis
- Impact on regional security
- Achievements/unresolved issues
- Public perception in the region
- UN/NATO/EU/others engagement in example regions

The goal of the seminar is to enhance the knowledge and the skill set of national security professionals to be better prepared for future crisis response, and to provide participants with a set of possible best practice examples

Curriculum Descriptions (Continued)

The STACS curriculum, which consists of lectures, seminars, case studies and field studies, is designed to emphasize and enhance the essential skills of the civil security professional, including communication, collaboration, planning, critical thinking, strategic leadership, and crisis and risk management skills.

By developing common grounds of knowledge, core skills and contacts, STACS improves participants' ability not only to address domestic civil security issues but also to operate regionally and internationally.

COMBATING TERRORISM LANGUAGE PROGRAM

The Marshall Center's Combating Terrorism Language Program (CTLP) is designed for counterterrorism professionals who want to improve their English before attending the Program on Terrorism and Security Studies (PTSS) or Program in Advanced Security Studies (PASS). The five-week CTLP course helps military and civilian counterterrorism professionals develop the English language skills necessary to participate fully in the Marshall Center's programs as well as in future opportunities for professional development and engagement.

CTLP uses a tailored curriculum and targeted methods to help counterterrorism professionals develop the English language skills they need for their studies and for staff and operational work. Through authentic counterterrorism readings, and guest speakers and videos from the PTSS course, CTLP helps participants become familiar with counterterrorism terminology and improves their understanding of the nature of the threat affecting global community. Through highly interactive exercises, CTLP provides participants practice in using counterterrorism terminology and critical communication skills, including group discussion strategies, presentation skills, and analytical reading and listening. Participants receive personalized feedback throughout the course and apply what they have learned during a capstone activity, which includes preparing and delivering a briefing on a current counterterrorism issue.

By increasing participants' overall English proficiency as well as enhancing their knowledge of specialized terminology and language skills, CTLP prepares participants to make valuable contributions during PTSS or PASS discussions on regional, national, and international terrorism issues. It also enables participants to join a growing international network of counterterrorism professionals who use English as the medium for communication and cooperation.



EURASIAN FOREIGN AREA OFFICER PROGRAM

The Eurasian Foreign Area Officer (FAO) Program prepares U.S. military officers and officers of allied nations to be leading regional experts and to serve in key political-military assignments throughout Eurasia.

While each FAO executes a unique, tailored, individual training program, most FAOs can expect to spend 12-18 months living, working, and traveling in Eurasia, as well as participating in Marshall Center activities. The training program components include: host nation homestays, advanced language training, work assignments at U.S. embassies in the region and/or with Eurasian militaries, regional field studies and research, attendance at host nation civilian and military academic institutions, and participation in Marshall Center resident courses.

Curriculum Descriptions (Continued)

After completing the program, FAOs will go on to serve in U.S. embassies in the region, on NATO and major U.S. theater command staffs, and on numerous operational missions throughout the world. FAOs have been described as the United States' soldier-statesmen. More than 1200 FAOs have completed this training program since it began in 1947. More than 30 graduates have attained general officer/flag officer or ambassadorial rank.

FELLOWS PROGRAMS

The U.S. Senior Fellows Program provides a regionally focused, professional education experience at the senior service school level for U.S. Air Force and Army officers at the rank of lieutenant colonel and colonel. Fellows are selected by their respective services to participate in the eleven-month program, during which they participate in the Program of Advanced Security Studies (PASS) and other selected Marshall Center resident courses. Fellows also conduct research on a security affairs topic under the mentorship of a faculty member and produce a peer-reviewed paper suitable for publication.

In addition to these required activities, Fellows may take advantage of available language courses, participate in Marshall Center-hosted conferences and outreach activities, and, if suitably qualified, they may teach a PASS seminar. Fellows also have the option of attending professionally relevant courses at the NATO School, Oberammergau.

Through their coursework, research, writing, and interaction with other participants in resident programs, Fellows enhance their general understanding of international and security affairs, while developing specialist knowledge of European and Eurasian security issues. Fellows can receive senior service college credit upon completion of the program and are well equipped to serve either in the region or as a senior staff officer dealing with regional issues.

The International Fellows Program provides a professional education opportunity to military officers and civilian officials of countries in the Marshall Center's region. Selected by their ministries, International Fellows participate in two resident courses during the six-month fellowship, the PASS and a second course relevant to their professional development. International Fellows also complete a research paper relevant to defense sector reform in their countries under the mentorship of a faculty member. Completed papers may be published as a Marshall Center Occasional Paper or in another peer-reviewed academic journal.

PARTNER LANGUAGE TRAINING CENTER EUROPE (PLTCE)

The Partner Language Training Center, Europe (PLTCE) offers intermediate, advanced and specialized classroom instruction in ten languages and dialects for about 400 U.S. and NATO/PfP military and civilian linguists each year.

PLTCE offers language training in Arabic, French, German, Persian-Farsi, Russian and Serbian-Croatian. The center also conducts classes in English and German as foreign languages for another 400 international participants of the Marshall Center's resident security studies programs.

Staff and faculty, which consist of US military, US civilians, German local national civilians, and a unique international contracted faculty, work hard to meet special foreign language education needs as they are requested.

Professional Resources



Dr. John C. Reppert
Dean

Dr. Reppert has a Master of Arts in Societ studies from the University of Kansas and a Ph.D. in international relations from the George Washington University.



Ralph R. "Rick" Steinke
Deputy Dean (U.S.)

Mr. Steinke has a Master of Arts in West European studies from Indiana University. From 1998-1999 he was also a national security studies fellow at Harvard University. Mr. Steinke speaks German, French and Italian.



Dr. James H. Anderson
Professor of International and Security Studies

Dr. Anderson served in the Office of the Secretary of Defense from September 2001 to January 2009, where he was director of Middle East Policy in International Security Affairs.



Navy Captain Robert Blazewick
Navy Judge Advocate General Chair of International Law

Captain Blazewick earned his Juris Doctor from Marquette University Law School in Milwaukee, Wisc. He is admitted to practice before the U.S. Supreme Court, the U.S. Court of Appeals for the Seventh Circuit, the U.S. court of Appeals for the Armed Forces, the U.S. District Courts for the Eastern and western Districts of Wisconsin, the supreme court of the state of Wisconsin and the Navy and Marine Corps Court of Criminal Appeals.



Rear Admiral (L) Alberto Cervone
Professor of Security Studies Italian Defense Chair

Most recently he was Deputy Director of the Italian Institute for High Defense Studies (IASD). In that position he was responsible for the organization and direction of the modules "Terrorism," "Strategic Scenario of the Extended Mediterranean Scenario," "Defense and Industry" and "The Future of NATO and of Transatlantic Relations," which were part of the annual nine-month course for Italian and foreign flag officers, senior colonels and civilian equivalents.



Dr. John L. Clarke
Director of Studies, Seminar on Transatlantic Civil Security

Dr. John L. Clarke is professor of leadership, management and defense planning at the Marshall Center. He is also director of studies for the Seminar on Transatlantic Civil Security (STACS).



Dr. Sabine Collmer
Professor of International Security Studies

Dr. Collmer is a social scientist focusing on military sociology issues and on international security politics. She has recently worked on security dynamics in the South Caucasus and on the democratic transformation process of post-conflict societies.



Dr. Sharyl Cross
Professor of National Security Studies

Dr. Cross currently directs the Marshall Center project on countering ideological support for terrorism involving participation from more than 60 nations. She has also taught in the Program on Terrorism and Security Studies, the Senior Executive Seminar, and offers an elective course on United States-Russia/Eurasia security issues.



Colonel Laurent Currit
Professor of Security Policy, Swiss Confederation Chair

Colonel Currit's expertise is in civil-military cooperation and European security policy issues from the perspective of a small, neutral country. He also has some experience in security sector reform (SSR), defense and security economics, defense public-private partnership projects and in the design and conduct of training sequences and exercises at the operational and military-strategic level.

Professional Resources (Continued)



Lieutenant Colonel Thomas G. Drape, PhD
Deputy Director, Program in Advanced Security Studies, U.S. Air Force Academy Chair

Served as an international programs specialist working with the Russian, Japanese, and French militaries on the development of space technology cooperative efforts. He also served as an acquisition officer for the Global Positioning System Joint Program Office and the Air Force Research Laboratory Space Vehicles Directorate.



Alexander Borissovitch Garin
Professor of National Security Strategy

Has a degree in mathematics from Leningrad State University and has completed course work and a dissertation for Kandidat Philosophical Sciences at the Leningrad Academy of Sciences.



Dr. Gregory Gleason
Professor of Eurasian Security Studies

He is a seminar leader for the Center's Program for Advanced Security Studies, and teaches course electives on "Central Asian Security" and "Security in the Caucasus." Area of interest includes Former Communist Countries



Dr. Natalie Hassman
Professor of Eurasian Studies

Dr. Hassman was a consultant and researcher for projects on Russian-Soviet security policy and the Study of Soviet International Behavior.



Colonel (GS) Diplom-Kaufmann Heinz-Joachim Henseler
Military Professor

Before his assignment at GCMC, he was the main coordinating instructor in the joint operations department at the German Armed Forces Command and Staff College, Hamburg from 2002-2010. He specialized in strategic and operational planning, and has an inside view into NATO standardization and interoperability efforts and NATO doctrine. Colonel Henseler speaks German, English and Norwegian, and holds a master's degree in business administration.

Commander Dipl. Ing. Andreas Hildenbrand
Course Director of the Program in Advanced Security Studies

His main focus of professional experience is the European Security and Defense Policy and modern leadership.



Professor John Kriendler
Military Professor

He lectures on NATO, European security issues and the United Nations, and teaches a core seminar and an elective course on "NATO: Strategic and Operational Perspectives."



Lt. Col. (GS) Dipl.-Ing. (FH) Konrad Lau (German Army)
Professor of National Security Studies

Colonel Lau has a master's degree in engineering and a postgraduate master's degree in international strategic and military studies from the free University "LUISS" in Rome and the University Milano.



Dr. John J. LeBeau
Professor of National Security Studies

Dr. Le Beau is also chairman of the Partnership for Peace Consortium's Combating Terrorism Working Group (CTWG), which enjoys a broad international membership. The CTWG is currently addressing the issue of intelligence cooperation against the terrorist target.



Colonel Donald Jack Liles
Commandant of the Marine Corps Chair; Executive Director for the Program for Security Stability, Transition and Reconstruction; and the Seminar on Transatlantic Civil Security

Col. Liles is the Marine Corps Chair and executive director for the Program for Security, Stability, Transition and Reconstruction; and the Seminar on Transatlantic Civil Security cooperation against the terrorist target.

Professional Resources (Continued)



Martha McSally, Col. (ret.) USAF
Professor of National Security Studies

Professor McSally has extensive military operational experience at the component and joint level with expertise in command and control, close air support, time sensitive targeting, counter-terrorism operations, and search and rescue for operations Southern Watch, Iraqi Freedom and Enduring Freedom.



Dr. Ann L. Phillips
Director of Studies, Program for Security, Stability, Transition & Reconstruction

Dr. Phillips' area of expertise is in Security, Stability, Transition and Reconstruction



Andrew Nichols (Nick) Pratt, Colonel, USMC (Ret.)
Professor of Strategy and International Politics

He travels and lectures extensively and his primary research focuses on terrorism and insurgency. His area of interest is Central Asia and the Caucasus.



Dr. Matthew Rhodes
Professor of National Security Studies

Dr. Rhodes's principle interests include U.S. foreign and security policy, national security decision making, and Central and Southeast European security issues. His region of interest is Central and Southeast Europe.



Dr. Ralf Roloff
Senior German Professor

His experience is in international relations, international security and international political economy, European integration, and German foreign and security policy.



Maj. Gen. (ret.) Philippe Sommaire
Professor of Security Studies

His officer military career includes operational assignments, and also postings related to studies and development within the Central Administration (equipment and policy-military strategy).



Dr. John (Jack) M. Treddenick
Chairman, Department of Outreach and Special Programs

Dr. Treddenick is an economist with interests in quantitative economic analysis and the economics of defense.



Lieutenant Colonel (GS) Hans-Joerg Voll (German Army)
Military Professor and Deputy Director, Program for Security, Stability, Transition and Reconstruction

LTC (GS) Voll's areas of expertise are NATO, EU, the trans-Atlantic relationship, German foreign and security policy, and principles of stabilization operations. In addition to German, he speaks English and basic French.



Dr. Petra Weyland
Professor of Middle Eastern Affairs

Her expertise is in Islam/Islamism; political, social and cultural aspects of transformation in the Middle East; Islam and the West; the peace process in the Middle East; civil-military cooperation; peace support operations; and intercultural dialogue.

Professional Resources (Continued)



James Kenneth Wither (UK)
Professor of National Security Studies Director, Fellows Program

His research and teaching interests lie in the fields of armed conflict, terrorism, national security strategy, UK/US relations, negotiations in international disputes and professional military education.



Thomas Wingfield
Professor of International Law

Prior to his arrival at the Marshall Center, Professor Wingfield was deployed to Afghanistan as the civilian rule of law advisor to Gen. Stanley A. McChrystal's Counterinsurgency Advisory and Assistance Team. Professor Wingfield is a former naval officer who has worked in the private sector, think tanks and academia, as well as at the US Army's Command and General Staff College.



Brigadier-General Mag. Karl-Alexander Wohlgemuth
Professor, Program for Advanced Security Studies (PASS) Austrian Armed Forces Chair

BG Wohlgemuth is a seminar leader for the Program for Advanced Security Studies, and teaches course electives on "Security of Small and Medium States" and "Peace Support and Stability Operations." He is also a seminar leader for the Center's three-week Program for Security, Stability, Transition and Reconstruction, or SSTaR.



Army Col. Paul Yingling
Professor of Security Studies, Deputy Director, Program on Terrorism and Security studies

Colonel Yingling is a graduate of the School of Advanced Military Studies and holds a master's degree in political science from the University of Chicago.



Through its various incarnations and in various locations, the Inter-American Air Forces Academy (IAAFA) has endeavored to fulfill its mission, whether located in the Panama Canal Zone, at Homestead Air Force Base, Florida, or in its present facilities at Lackland Air Force Base, Texas. A key component in meeting that mission comes through promoting inter-Americanism, with an eye toward interoperability and hemispheric stability.

Inter-American Air Forces Academy

*Col Marc F. Stratton, USAF
Commandant*

www.lackland.af.mil/iaafa

Toll Free from US:
1-800-577-5926
Phone 210-671-4406
DSN 473-4406
FAX 210-671-4799
DSN Fax 473-4799

2431 Carswell Avenue
Lackland AFB, TX
78236-5609

Mission

Foster enduring inter-American engagement through education and training. Train and educate military forces to build and enable partner nation capacity that supports global security and stability.

Vision

IAAFA serves as Airpower's gateway to the Americas...providing the training standard of excellence for today...while building partnerships for tomorrow

History

The Inter-American Air Forces Academy (IAAFA) was founded on March 15, 1943, at the request of Peru's Minister of Aeronautics, General Fernando Melgar. The Academy trained 11 Peruvian students at Albrook Field, Panama Canal Zone, marking the first US aeronautics training in Latin America.

In the 1940s and '50s, the Academy expanded and changed in response to potential conflict in the Western Hemisphere and the world at large. The student load increased to 400 students per year. In 1952, the Commandant established the format for today's IAAFA, emphasizing "hands-on" training, adding officer courses, and creating a "Student Section" responsible for military and athletic instruction and US cultural awareness. In response to US emphasis in Latin America, the Academy changed its name from the "Central and South American Air School" to the "United States Air Force School for Latin America," to finally the "Inter-American Air Forces Academy" in 1966.

On 30 Sep 1989, IAAFA closed its doors at Albrook AFS, Panama, and moved to Homestead AFB, Florida, reopening 100 days later on 9 Jan 1990. On 23 Sep 1992, following almost-complete destruction by Hurricane Andrew, IAAFA relocated to Lackland AFB, Texas, once again opening its doors in just under 100 days, on January 11, 1993. Today, IAAFA graduates an average of 800 students per year - quite a step up from the 11 students of 60 years ago.

Curriculum Descriptions

INTER-AMERICAN SQUADRON OFFICER SCHOOL (ISOS)

MASL D171032

Length: 7 weeks

Course Description: This course is the program taught at the USAF Squadron Officer's School (SOS) at Maxwell AFB, which prepares USAF captains for increased leadership responsibilities and is their next step on the Professional Military Education (PME) ladder. The curriculum is developed by the Squadron Officer College under USAF Air University guidelines. After completing this course, officers will have acquired new tools to enhance their leadership skills. Graduates will have practiced new problem-solving, teambuilding and mentoring techniques in order to lead and motivate personnel to accomplish the mission. Course activities challenge each student to apply newly learned principles successfully and to influence group dynamics, cohesion, and effectiveness in a positive manner. ISOS is a course for officers who have or will complete their own Air Force academic requirements for promotion to the rank of major; or as a required course for promotion, if the academic structure of their country is similar to that of USAF.

INTER-AMERICAN NONCOMMISSIONED OFFICER ACADEMY (INCOA)

MASL D171033

Length: 7 weeks

Course Description: This course is the USAF Noncommissioned Officers Academy (NCOA) course which prepares NCOs for more advanced leadership and management responsibilities. It is the next level of Professional Military Education (PME) designed for those assuming senior NCO leadership positions. The curriculum is developed by the College of Enlisted PME under USAF Air University guidelines. Instruction is directed at the improvement of leadership skills. Students learn time and stress management, concepts of human behavior, and implementing quality in the workplace. This course includes the profession of arms, leadership, and communication units of instruction.

PILOT INSTRUMENT PROCEDURES L3OZR1210640SRA

MASL 121064

Length: 11 Weeks

Course Description: This course helps prepare pilots for flying missions under Instrument Meteorological Conditions (IMC) and in accordance with Instrument Flight Rules (IFR). It will teach both Federal Aviation Administration (FAA) and International Civil Aviation Organization (ICAO) rules and procedures. Students will learn the use of various charts, navigational aids, and instrument flight procedures, to include basic fundamentals and planning of international flight plans. As there is no actual flight training involved, and application is taught via flight simulators, graduates of this course will still be required to apply these procedures in their respective weapon systems with an experienced instructor or evaluator in order to be fully qualified for instrument operations.

INSTRUCTOR PILOT INSTRUMENT PROCEDURES L3OZR1210650SRA

MASL 121065

Length: 11 Weeks

Course Description: This course is designed to help prepare pilots with experience in instrument flying procedures to become instrument flight instructors. This course will reinforce the concepts, which are introduced in the Pilot Instrument Procedures Course (MASL D121064) and also familiarize students with instrument flight procedures and rules on instructional procedures and techniques necessary to perform instructional duties. Instruction covers both Federal Aviation Administration (FAA) and International Civil Aviation Organization (ICAO) rules and procedures. As there is no actual flight training involved and application is taught via flight simulators, graduates of this course will still be required to apply these procedures in their respective weapon systems with an experienced instructor or evaluator in order to be fully qualified for instrument flight operations.

Curriculum Descriptions (Continued)

WEAPONS SAFETY L3AZR1221050SRA

MASL 122105

Length: 6 Weeks

Course Description: Provides training for international personnel who are assigned to weapons safety management. Includes the organization of the US Air Force safety program; governing non-nuclear standards; support agreements; safety council/meetings; weapon safety training and education; weapon safety representatives; inspections and evaluation; flight line munitions operations; Operational Risk Management (ORM); weapons safety program management; mishap classifications and categories mishap investigation techniques; mishap reports; weapon safety inspection requirements; munitions storage methods; transportation of munitions; quantity-distance separations; weapons ranges, sitting, waivers, exemptions, and deviations; site plan packages; Air Force explosive exemption data base, and contingency operations.

ANTI-TERRORISM LEVEL I COURSE L3AQR1260130SRA

MASL 126013

Length: 1 Week

Course Description: This course is designed to instruct all members of the armed forces and their civilian counterparts, regardless of specialty or rank, in the basic concepts of antiterrorism. The course provides training in the characteristics of terrorist operations, describes the phases of a terrorist incident, discusses the most common terrorist acts, explains the types of weapons used by terrorists, and identifies the countries that supply the major portion of terrorist weaponry. This course includes the Fundamentals of Terrorism unit of instruction.

ANTI-TERRORISM LEVEL II COURSE L3AAR1260140SRA

MASL 126014

Length: 1 Week

Course Description: The course is designed to prepare mid-level to high-ranking members of any branch of the military or civilian counterparts to advise installation commanders on antiterrorism matters. The course provides training in the roles of the Intelligence (INTEL) and Counterintelligence (CI) agencies. The student will be able to identify basic physical security considerations as they apply to installations and facilities. The objective of this lesson is to familiarize the student with the purpose of the vulnerability assessment, the functions of the assessment, and the process one must go through in order to conduct an assessment. The vulnerability elements associated with an assessment, the application of physical security and assessments, and the procedures for actually conducting an assessment will be discussed. This course includes the Dynamics of Terrorism unit of instruction.

INTERNATIONAL LOGISTICS L3AZR1520540SRA

MASL 152054

Length: 9 Weeks

Course Description: This course is designed for officers, NCOs and/or civilian personnel assigned to or projected for assignment to materiel management/logistics leadership positions. This course prepares students for leadership positions in the materiel management/logistics field by introducing them to the latest principles of management, funds management, management of reparable assets, fuels management and the Foreign Military Sales (FMS) program. This course includes the following units of instruction: introduction to management, logistics organizations, supply publications, material management, fuels management, foreign military sales and STARR/PC2.

MATERIEL MANAGEMENT L3AZR1520550SRA

MASL 152055

Length: 9 Weeks

Curriculum Descriptions (Continued)

Course Description: This course is designed for officers, NCOs, Airmen and/or civilian personnel working in base supply or supply-related functions. The course prepares supply specialists and first-line supervisors to assume entry-level supply responsibilities. The students receive training on how to identify, inventory, account for, and manage property. They also learn how to set up a warehouse and how to operate materiel handling equipment to include training on forklift safety and how to operate it. This course includes the following units of instruction: supply organization, supply publications, inventory management, warehousing and storage principles, materiel storage and distribution processes, and supply automated management and warehousing applications.

INFORMATION TECHNOLOGY L3AZR1550650SRB

MASL 155065

Length: 8 Weeks

Course Description: The course is designed for students who work or will work with computers and other information systems. Students with no experience or those with limited formal computer training will significantly benefit from the course. Classes are structured to enhance the student's technical proficiency when using computers, other automated equipment, and office applications. The classes also provide valuable hands-on experience necessary for the installation and configuration of hardware, software, operating systems, and application programs similar to the professional A+ Commercial Certification. Information, computer, and network security are at the forefront of every lecture and the underlying theme of the entire course. Upon completion, students are considered Level 1 System Administrators capable of tackling most common and some complex information systems problems. Additionally, students are equipped with the knowledge and tools to dramatically improve the security of their respective military network. This course includes the following units of instruction: information technology security concepts, operating systems, application software, and utility software.

ON-THE-JOB TRAINING ADMINISTRATION L3AZR1620300SRA

MASL 162030

Length: 4 Weeks

Course Description: This course provides training for officers, NCOs and civilians to enable them to effectively develop, administer and evaluate On-the-Job Training (OJT) Programs. The course is oriented for middle- to upper-level training supervisors and managers who are directly involved with job specific training activities. The training concepts taught in this course are easily adaptable to any professional specialty and include how to plan an OJT program, administer training, evaluate training programs, prepare training directives, and document an OJT program. This course includes the following units of instruction: OJT organization, and how to conduct, evaluate, and document training.

BASIC INSTRUCTOR COURSE L3AZR1660410SRB

MASL 166041

Length: 8 Weeks

Course Description: This course prepares experienced officers, NCOs and civilians to perform instructor duties in their respective specialties. Top Air Force technical training concepts and techniques taught in this course ensure instructors deliver quality instruction. The course is designed to give the student a fundamental base of knowledge, not only of how to conduct classroom instruction, but how to develop a curriculum as well. The course uses extensive practical exercises to build the student's presentation skills. The end result is a fully certified instructor ready to meet the most demanding instructional assignments. This course includes the following units of instruction: fundamentals of teaching, instructional development and counseling.

INTELLIGENCE OPERATIONS COURSE L3AZR1720230SRA

MASL 172023

Length: 9 weeks

Curriculum Descriptions (Continued)

Course Description: The course is designed for officers, enlisted, National Police and civilian equivalent requiring basic intelligence operations experience in order to be knowledgeable, skilled, and qualified to support the interoperability of the USAF and Allied nations during coalition operations. Focus is at the operational level supporting squadrons, wings, and Air Operations Centers. This course includes the following units of instruction: mission planning and force employment, introduction to intelligence, intelligence support to air operations, targeting, maps and charts

GROUND DEFENSE LEADERSHIP COURSE L3AAR1730560SRA

MASL 173056

Length: 8 Weeks

Course Description: This course is designed for security forces personnel (defenders) of any branch charged to protect key resources in the field needed to sustain air operations during peacetime or contingencies. Training includes concepts and principles of the threat spectrum, the handling of prisoners of war, and law of armed conflict, tactical communications, night training and elementary night movement, patrolling and land navigation, personal hygiene/field sanitation, tactical vehicle deployment, camouflaging individuals and equipment, listening/observation posts, range determination, warning/operations orders, hand and arm signals, cover and concealment, tactical sentry duties, movement under direct fire, move over, through, and around obstacles, and weapons training. Students will participate in field training exercises, which simulate patrol and urban defense. This course includes the following units of instruction: Basic Principles of Defense, Fundamentals of Defense, and Functions of Air Base Defense.

SPECIAL REACTION TEAM L3AZR1730670SRA

MASL 173067

Length: 7 Weeks

Course Description: This course is designed for mid-level security forces members of any branch charged to manage high-risk situations. After completing this course, graduates will have learned SRT tactics to include how to respond to high risk incidents, and familiarization with five different weapons systems focusing on safety and proper weapon handling techniques. Also, they will have learned basic rappel tactics and tactical rappelling, window entry techniques, and bus and vehicle assaults. All this training will enable members to support the war against terror as well as counter-narcotics operations, peacekeeping efforts and natural disaster response. This course includes the following units of instruction: SRT fundamentals, and SRT tactics.

RULE OF LAW AND DISCIPLINED MILITARY L3AZR1760060SRA

MASL 176006

Length: 1 Week

Course Description: The objective of this course is to teach international officers and NCOs of any military force the basics of the international rules of law and their impact on human rights, including how these international standards fit into the planning of military operations. This information is vital to any country that may participate in international peacekeeping missions sponsored by the United Nations. The Defense Institute of International Legal Studies, a field activity of the Defense Security Cooperation Agency, teaches this course at IAAFA.

AVIONICS COMMUNICATION / NAVIGATION EQUIPMENT TECHNICIAN

L3AZR1330600SRA

MASL 133060

Length: 12 Weeks

Course Description: This specialized course provides students with training on inspection, maintenance, alignment, repair, and installation of avionics communications/navigation equipment. Upon completion, students will identify theory of operation, analyze schematics and have acquired hands-on training on minimum performance tests and alignments. This course includes the following units of instruction: ADF-60, VIR-30 VOR/ILS navigation system, AN/ARC 186-2 VHF radio, AIC-18 intercommunications system, and DME-40. Students are required to pass a written and/or performance test at the end of certain blocks prior to advancement to the next block of instruction.

Curriculum Descriptions (Continued)

AIRCRAFT MAINTENANCE OFFICER L3OZR1412430SRB

MASL 141243

Length: 10 Weeks

Course Description: This course is designed for officers in aircraft maintenance leadership and management positions by giving them the tools and training in the essential areas of the maintenance career field. The curriculum provides maintenance management skills that help develop, prepare, execute, and sustain maintenance activities, it also helps the understanding of the organizational structures and management techniques used in the planning and developing of functional areas within a maintenance organization. This course includes the following units of instruction: Operational Risk Management (ORM), Quality Assurance/Control (QA), Aircraft Generation, Process Improvement, Technical Order System, On-the-Job Training Program, Supervisory Management, Logistics and Supply Programs, and Intro/Safety Programs.

AIRCRAFT PNEUDRAULICS SYSTEMS TECHNICIAN L3AQR1412470SRA

MASL D141247

Length: 12 Weeks

Course Description: This course provides training in the fundamentals of aircraft pneudraulics systems at the apprentice level, enabling students to become proficient on hydraulic and pneumatic principles, system theory, hydraulic system and subsystem operation, on-aircraft troubleshooting techniques and related system support equipment. Students are required to pass a written and/or performance test at the end of certain blocks prior to advancement to the next block of instruction. This course includes the following units of instruction: tools and aircraft hardware, fundamentals and publications, maintenance equipment, basic components of a hydraulic system, subsystem components, operation of pneudraulic system and subsystems, wheel brake assemblies, and shock absorbing devices and brake systems.

AIRCRAFT MAINTENANCE SUPERINTENDENT L3AZR1412490SRA

MASL 141249

Length: 10 Weeks

Course Description: This course is designed for experienced senior non-commissioned officers and civilian equivalents who perform supervisory duties and assume a greater leadership role within a maintenance complex. Training includes quality assurance, total quality management, technical order system, supervisory on-the-job training, weight and balance, supervisory management, and organization structure and logistics. The training received will increase the individual's knowledge and understanding of maintenance operations and increase their ability to function as a senior maintenance supervisor.

AIRCRAFT TECHNICIAN L3AQR141251SRA

MASL 141251

Length: 12 Weeks

Course Description: This course is designed to train aircraft maintenance technician apprentices on operational principles and theory of ground safety, aircraft systems and sub-systems, component description and operation, aircraft ground handling, inspection, servicing procedures, and operation of aerospace ground equipment. The course provides aircraft familiarization to personnel that will be assigned to heavy aircraft (bombers, tankers, and airlift) and/or light aircraft (fighters, trainers, and attack). This course includes the following units of instruction: familiarization, aircraft general, electrical system, utility systems, pneudraulics system, flight control system, fuel systems and engine systems. Students are required to pass a written and/or performance test at the end of certain blocks prior to advancement to the next block of instruction.

Curriculum Descriptions (Continued)

AVIONICS INSTRUMENT TECHNICIAN L3AZR1412530SRA

MASL D141253

Length: 12 Weeks

Course Description: This course is designed to take students through all phases of various avionics guidance and control systems. Additionally, they learn identification and relationship of associated systems. Students are able to state principles and facts for all systems and associated systems, and will have in-depth understanding needed to work on these systems throughout their careers. Students are required to pass a written and/or performance test at the end of certain blocks prior to advancement to the next block of instruction. This course includes the following units of instruction: electromechanical devices, direct pressure and liquid quantity indicating systems, barometric flight instruments, engine instrument systems, compass systems, stall warning and autopilot system, and integrated flight instruments systems.

AIRCRAFT ELECTRICAL FUNDAMENTALS TECHNICIAN L3AZR1412540SRA

MASL 141254

Length: 12 Weeks

Course Description: This course provides aircraft electrical fundamentals for the apprentice-level student. The course is the foundation for aircraft electrical system maintainers. They will have the knowledge to confidently repair aircraft electrical systems. Students are introduced to aircraft safety, electrical theory and principles, equipment and maintenance, and operational procedures. Instruments, communication, navigation, and armament systems are excluded. This course includes the following units of instruction: fundamental principles of electricity, maintenance fundamentals, alternating current (a/c) power systems, direct current (d/c) power systems, miscellaneous systems and troubleshooting techniques. Students are required to pass a written and/or performance test at the end of certain blocks prior to advancement to the next block of instruction.

BASIC HELICOPTER CREW CHIEF L3AQR1412570SRA

MASL 141257

Length: 12 Weeks

Course Description: This course is designed for personnel entering the helicopter maintenance field. The training includes ground safety, tools control, technical manuals, airframe familiarization, landing gear maintenance, special and common tool knowledge, hydraulic, electrical, instruments and avionics system familiarization, rotary wing aerodynamics, major component removal and installation, flight control system rigging, T-53 engine familiarization with removal and installation, drive train systems maintenance, familiarization with vibrations applicable to helicopters. This course includes the following units of instruction: general subjects, general helicopter maintenance, helicopter systems, helicopter power plant, main and tail rotor systems, power train system, and flight control systems.

C-130B/E/H AIRCRAFT TECHNICIAN L3AQR1412590SRA

MASL 141259

Length: 8 weeks

Course Description: This is an essential course designed to provide aircraft journeyman the guidance to develop advanced troubleshooting skills, schematic interpretation, and systems operation specific to the C-130 through latest Simulation Based Training Aids (SBTA). The SBTA's are real-time simulations that reproduce the normal/ abnormal behaviors of the C-130 aircraft. This method of training builds student confidence as it provides a safe training environment. This fast-paced training is composed of six blocks of instruction covering the C-130 systems in their entirety. This course includes the following units of instruction: aircraft general, electrical systems, fuel systems, utility systems, hydraulic systems, and propulsion system.

Curriculum Descriptions (Continued)

C-130 B/E/H/ T-56 ENGINE TECHNICIAN L3AZR1412600SRA

MASL 141260

Length: 6 Weeks

Course Description: The course is designed to provide advanced operating principles and theory of the T-56 engine and to establish a solid maintenance foundation for beginning journeymen. Students will be given thorough technical instruction to evaluate conditions and make proper repair decisions of engine operating systems and subsystems. This course includes the following units of instruction: T-56 engine familiarization, T-56 system operation, and in-shop maintenance. Students are required to pass a written and/or performance test at the end of certain blocks prior to advancement to the next block of instruction.

C-130 B/E/H PROPELLER TECHNICIAN L3AZR1412610SRA

MASL 141261

Length: 5 Weeks

Course Description: This course is designed to provide C-130 B/E/H propeller technicians with advanced operational theory and hands-on maintenance training in order to establish a solid craftsman foundation. With this extensive knowledge furnished by the curriculum, the students will be able to analyze facts and draw conclusions related to operation and troubleshooting of the propeller's systems and subsystems. Students are required to pass a written and/or performance test at the end of certain blocks prior to advancement to the next block of instruction. This course includes the following units of instruction: propeller familiarization, propeller electrical systems, and flight line and in-shop maintenance.

PT-6A ENGINE TECHNICIAN L3AZR1412800SRA

MASL 141280

Length: 4 Weeks

Course Description: This course is designed to provide PT-6A engine technicians advanced operational theory, hands-on maintenance training, and establish a solid craftsman foundation with extensive operational knowledge and intermediate-level maintenance skill. The student will be able to troubleshoot, analyze facts and draw conclusions related to the operation and workings of the PT-6A engine and engine subsystems. Students are required to pass a written and/or performance test at the end of instruction. This course includes the following units of instruction: PT-6A engine familiarization, hot section inspection, and maintenance.

CORROSION CONTROL TECHNICIAN L3AZR1412820SRB

MASL D141282

Length: 6 Weeks

Course Description: This course is designed to train maintenance personnel in the fundamentals of corrosion. Students learn procedural requirements for the detection, prevention, and treatment of corrosion on aircraft and equipment. Focus is placed on safety, proper technical order usage, surface preparation and coating application techniques. Finally, students will learn the fundamentals of painting aircraft parts. This course includes the following units of instruction: fundamentals, corrosion removal and surface treatment, and application of coatings. Students are required to pass a written and/or performance test at the end of certain blocks prior to advancement to the next block of instruction.

UH-1H HELICOPTER TECHNICIAN L3AZR1413040SRB

MASL 141304

Length: 7 Weeks

Curriculum Descriptions (Continued)

Course Description: This course is designed for personnel working with the UH-1H airframe and its systems. Emphasis is placed on those tasks that relate to the journeymen level such as supervising tasks, operating adjustments, and troubleshooting of most common helicopter anomalies. The training includes ground safety, tools control, landing gear maintenance, flight control system inspection and troubleshooting, T-53 engine and related systems inspections, T-53 adjustment procedures, familiarization of rotors and drive train systems, maintenance of rotor system components, use of Vibrex equipment and vibration analyzer, vibrations and their effects, use of technical orders and use of special tools. This course includes the following units of instruction: general subjects, landing gear and flight control systems, T-53-L-13B engine, rotors and drive train system, and Vibrex system.

UH-1N/BELL 212 HELICOPTER TECHNICIAN

Length: 7 Weeks

Course Description: This course was designed for helicopter crew chiefs working with the UH-1N and/or the Bell 212 airframe and their systems. Emphasis is placed on those tasks that relate to the journeymen level such as operating adjustments, component overhaul, and troubleshooting of most common helicopter anomalies. Differences and similarities between the UH-1N and Bell 212 helicopters are discussed. The training includes: ground safety, airframe maintenance, maintenance directives, landing gear maintenance, hydraulic, electrical, instruments and avionics system familiarization, rotary wing aerodynamics, inspections of drive train system components, disassemble, inspect and assemble main rotor hub and drive shaft components, PT-6B/T-400 engine and related systems inspections, engine rigging procedures, flight control system rigging, UH-1 vibration characteristics and causes, and use of vibration troubleshooting equipment as applicable to helicopters. This course includes the following units of instruction: airframe maintenance, twin pack power plant and fuel systems, rotors and drive train system, and flight controls and vibrations.

J-85 ENGINE TECHNICIAN L3AZR1413870SRA

MASL 141387

Length: 10 Weeks

Course Description: This course is designed for engine specialists who want to receive advanced training on the J-85 engine. This course provides in-shop training, intermediate depot-level maintenance, compressor balancing, and inspection and repair procedures on the engine, its components, and its sub-systems. The training also includes familiarization with engine operation, engine inspection techniques, and rigging procedures; field level disassembly; compressor repair, total reassembly of the engine and accessories. This course includes the following units of instruction: main engine sections, engine systems, engine teardown, compressor repair, and build-up of the engine.

AIRCRAFT STRUCTURAL MAINTENANCE TECHNICIAN L3AZR1413960SRA

MASL 141396

Length: 12 Weeks

Course Description: This course is designed to prepare the aircraft technician for the responsibilities and duties at an apprentice level in the Aircraft Structural Maintenance career field. Students will learn to use tools ranging from basic hand tools to specialized tools. This course teaches them to repair, modify, and fabricate aircraft metal components and assemblies. They will also learn the theory of corrosion to form a better understanding about common aircraft metals. Finally, students will learn the basic theory of advanced composite structures and their repairs. This course includes the following units of instruction: metals identification and characteristics, flat pattern layout, metal layout, power and non-power cutting tools, setback and bend allowances, radius bend, hand and metal forming, rivet identification and pattern layout, corrosion principles, HAZMAT management, pneumatic riveting, damage classification, flush, non-flush and combination repair, special fasteners, tubing assemblies, fiberglass repair, introduction to advanced composites, vacuum-bag and hot bonder setup. Students are required to pass a written and/or performance test at the end of certain blocks prior to advancement to the next block of instruction.

Professional Resources

Name	Position	Area of Expertise	Region of Interest
Albert Morales, SSgt	Instructor	Aircraft Technician	US and Latin America
Aldomar Genao, TSgt	Instructor	Information Technology, Network Security	US and Latin America
Carlos, Julian, TSgt	Instructor	Ground Defense Skills, Special Reaction Team	US and Latin America
Reyes, Jose, MSgt	Instructor	Aircraft Technician, Aircraft Maintenance Superintendent	US and Latin America
Pedro Jimenez, Capt	Instructor	Ground Defense Skills, Special Reaction Team	US and Latin America
Albert Emmons, SSgt	Instructor	Avionics Instruments Technician	US and Latin America
Carlos Ramos, SSgt	Instructor	Special Reaction Team	US and Latin America
Mesa, Ernesto, TSgt	Instructor	Training Management, Training Development, On-the-job training	US and Latin America
Jeremy Cole, Capt	Instructor	Intelligence Operations	US and Latin America
Demetrio Garcia, TSgt	Instructor	Intelligence Operations, International Anti-Terrorism	US and Latin America
Sobleman, George, TSgt	Instructor	Corrosion Control Technician, Aircraft Structural Maintenance Technician	US and Latin America
David Atilano, TSgt	Instructor	Information Technology, Network Security	US and Latin America
Juan De La Rosa, SSgt	Instructor	Aircraft Structural Maintenance Technician, Corrosion Control Technician	US and Latin America
E Gonzalez, TSgt	Instructor	Aircraft Technician	US and Latin America
Jorge Nuñez, Maj	Instructor	Pilot Instrument Procedures, Instructor Pilot Instrument Procedures	US and Latin America
Jurado, Natividad, SSgt	Instructor	Ground Defense Skills, Special Reaction Team	US and Latin America
Andy Perez-Caban, TSgt	Instructor	Information Technology, Network Security	US and Latin America
Melvin Moya, TSgt	Instructor	J-85 Engine Technician, PT-6A Engine Technician	US and Latin America
Hector Rodriguez, SSgt	Instructor	International Logistics, Materiel Management, Foreign Military Sales	US and Latin America
Mauricio Moya, TSgt	Instructor	T-53-L-13 Engine Technician, C-130 B/E/H T-56 Engine Technician, C-130 B/E/H Propeller Technician	US and Latin America
Gabriel Mier, SSgt	Instructor	T-53-L-13 Engine Technician, C-130 B/E/H T-56 Engine Technician, C-130 B/E/H Propeller Technician	US and Latin America
Edwar Rivera, SSgt	Instructor	Weapon Safety	US and Latin America
Guadalupe Arredondo, TSgt	Instructor	UH-1N Helicopter Technician, Helicopter Crew Chief	US and Latin America
Tasha Diaz, TSgt	Instructor	Basic Instructor Course, On-the-job training	US and Latin America

Professional Resources (Continued)

Name	Position	Area of Expertise	Region of Interest
Joan Luyando, TSgt	Instructor	Aircraft Pseudraulics Systems Technician	US and Latin America
Humberto Conchas, SSgt	Instructor	Aircraft Technician	US and Latin America
Laureano, Jaime, Mr.	Instructor	Training Management, Training Development	US and Latin America
Jesus Compean, SMSgt	Instructor	PME- Non-Commisioned Officer Academy	US and Latin America
Lundsford, Lars, Maj	Instructor	Pilot Instrument Proceduers, Instructor Pilot Instrument Proceduers, Search and Rescue	US and Latin America
Manuel Sotelo, Maj	Instructor	Aircraft Maintenance Officer, Aircraft Maintenance Superintendent	US and Latin America
Ruben Sigala, SSgt	Instructor	COMM/Nav, Basic Instructor Course	US and Latin America
Jose Treviño, TSgt	Instructor	Aircraft Technician	US and Latin America
Edwardo Villa, MSgt	Instructor	C-130, Aircraft Maintenance	US and Latin America
Juan Chavez, TSgt	Instructor	Ground Defense Skills, Special Reaction Team	US and Latin America
Wilbur Torres, SSgt	Instructor	Aircraft Pseudraulics Systems Technician	US and Latin America
Mario Ayala, SSgt	Instructor	Basic Instructor Course, On-the-job training	US and Latin America
Hernandez, Rafael, SSgt	Instructor	Weapon Safety Technician	US and Latin America
Luis Hernandez, TSgt	Instructor	C-130 Crew Chief	US and Latin America
Manuel Martinez, MSgt	Instructor	COMM/Nav	US and Latin America
Maria Miranda, TSgt	Instructor	Ground Defense Skills, Special Reaction Team	US and Latin America
Rullan, Albert, SSgt	Instructor	Ground Defense Skills, Special Reaction Team	US and Latin America
Mateo Gonzalez, Mr.	Instructor	Aircraft Maintenance Officer, F-5 Aircraft Technician, A-37 Aircraft Technician	US and Latin America
Ciro, Sofia, Capt	Instructor	International Logistics, Materiel Management, Foreign Military Sales	US and Latin America

Professional Resources (Continued)

Name	Position	Area of Expertise	Region of Interest
Torres, Jaime, TSgt	Instructor	International Logistics, Materiel Management, Foreign Military Sales	US and Latin America
Mirta Mayfield, MSgt	Instructor	International Logistics, Materiel Management, Foreign Military Sales	US and Latin America
Llerena, Heric, SSgt	Instructor	Aircraft Electrics Fundamentals Technician,	US and Latin America
Oscar Martinez, Capt	Instructor	PME- Squadron Officer School	US and Latin America
Lopez, Adrian, SSgt	Instructor	Corrosion Control Technician, Aircraft Structural Maintenance Technician	US and Latin America
Roberto Romero, SSgt	Instructor	J-85 Engine Technician, PT-6A Engine Technician	US and Latin America
Castillo, Christian, MSgt	Instructor	PME- Non-Commissioned Officer Academy	US and Latin America
Gibson, Miguel, SSgt	Instructor	Helicopter Crew Chief, UH-1N Helicopter Technician	US and Latin America



Mission

Develop Air Force Medical Service medics with global health expertise.

History

The US Air Force International Health Specialist (IHS) Program was developed in the year 2000, foreseeing the need for Air Force medics to be on the cutting edge of global health to keep pace with the changing military operations. Currently, there are 65 full-time positions worldwide for all Medical Officer Corps and Enlisted Medical Air Force Specialty Code. Today IHS members are engaged in building global health partnerships and partner capacity through mil-mil and mil-civ health engagement, stability operations and interagency humanitarian assistance and disaster response.

Role of IHS

IHS professionals plan, lead, and execute health-related regional security cooperation activities. They also assist in US military support to interagency disaster response, humanitarian assistance, healthcare infrastructure development during wartime and in stability operations. In addition to being technical experts in their AFSC, IHS members are proficient in a second language and have in-depth understanding of military, economic, cultural and health aspects in their assigned countries or region.

Through this program, the Air Force Medical Service (AFMS) develops a cadre of professionals with diversified international, cross-cultural skills, and knowledge of military & civilian health disciplines and practices. IHS team members understand regional/global geopolitical affairs and are proficient in interagency processes to support Combatant Commanders' objectives through global health engagement.

Contact Information

IHS does not offer courses as part of the IHS program but can suggest appropriate courses that can be taken.

U.S. Air Force International Health Specialist Program

*Col Mylene Huynh,
Director*

<https://kx.afms.mil/afihs/>

DSN: 425-7127
Comm: 703-588-7127

1500 Wilson Blvd
Rosslyn, VA. 22209

IHS Program Office Personnel:
Deputy Director: Lt Col Louis Goler
IMA to the IHS Director:
Lt Col Catherine Platt
DSN: 425-7127; Comm: (703) 588-7127
IHS@pentagon.af.mil

IHS ANG Liaison:
Col Jefferson Harman
MSgt Teresa Richardson
DSN 278-8536; Comm: (301) 836-8536
Jefferson.harman@ang.af.mil
Teresa.richardson@ang.af.mil

IHS Reserve Liaisons:
Lt Col Luis Morales
MSgt Keyser Voigt
DSN: 497-1888; Comm: (478) 327-1888
1-800-223-1784, Ext 7-1888
afrc.ihs@us.af.mil

NCOIC, Medical Readiness
Global Health Division:
Oscar Molina, TSgt, USAF
DSN 425-7127; Comm: (703) 588-7127
Oscar.Molina@pentagon.af.mil

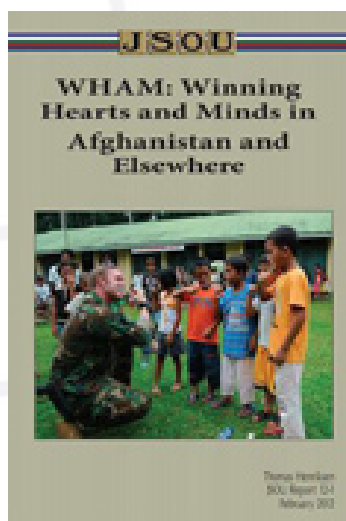
Mission

The Mission of the Joint Special Operations University is to:

- Develop SOF for strategic and operational leadership.
- Educate military and civilian professionals on the employment of SOF in a joint, interagency, and multinational environment.
- Research and publish on national security issues critical to the SOF community.

History

In September 2000, under the leadership of then USSOCOM commander, Army General Peter Schoomaker, Joint Special Operations University (JSOU) was established as an institution of higher learning. Since its founding, JSOU has strived to provide the highest quality joint SOF leadership education possible at both the operational and strategic levels. In 2009, JSOU was Accredited by the Accrediting Council for Continuing Education and Training (ACCET). Originally established at Hurlburt Field, Florida, the university relocated adjacent to the U.S. Special Operations Command headquarters and celebrated an activation ceremony at MacDill Air Force Base on 4 April 2011. During AY 2012, JSOU provided more than 200 iterations of formal resident instruction, Joint Mobile Education Team (JMET), and Professional Military Education (PME) courses to the Joint Special Operations Forces community. University faculty members also support the emerging educational requirements of numerous interagency and international organizations. In addition to the regular courses taught at MacDill Air Force Base, JSOU routinely conducts off-station activities for SOF units worldwide, by means of remote on-site instruction and via video tele-instruction. Additionally, the JSOU Press has proven to be an excellent means for disseminating new concepts and lessons. Working in cooperation with the JSOU Strategic Studies Department, the JSOU Senior Fellows serve as a virtual think tank to offer specific academic, military, and professional experience, and oversight of research and publication that keeps JSOU publications lively and relevant. JSOU also encourages students enrolled in staff-college, war-college, and civilian university programs to contribute to the SOF body of knowledge by publishing their papers as monographs and occasional papers. In total, these publications create knowledge and increase the capacity of the learning organization and the Special Operations community at large.



The Joint Special Operations University at MacDill Air Force Base, Florida, provides higher education to Special Operations Forces leaders and selected national and international security decision-makers through teaching, research and outreach in the science and art of Joint Special Operations. Courses and seminars are developed throughout the year for delivery in residence and world-wide. Please consult the Academic Handbook at the JSOU home page to view our current listings with MASL numbers or contact the JSOU Registrar directly.

Joint Special Operations University

*Dr. Brian Maher, SES
President*

<http://jsou.socom.mil>

DSN: 299-3700
Comm: 813-826-3700

7701 Tampa Point Blvd,
MacDill AFB, FL 33621

Curriculum Descriptions

INTERNATIONAL SPECIAL OPERATIONS FORCES - WHOLE OF GOVERNMENT COLLABORATION TO CONFRONT FUTURE THREATS COURSE (IWC2FT)

MASL: D309075

Length: 5 Days

Target Audience: This course is designed for mid-career SOF professionals and other governmental officials interested in enhancing their understanding and appreciation of international SOF-Whole of Government collaboration in confronting future threats.

Attendance Criteria: Minimum ECL score of 70 is required for courses taught exclusively in English. For International METS, translation may be coordinated.

Course Description: This seminar will discuss ways that international Special Operations Forces (SOF) collaborate with other governmental and non-governmental organizations to confront and manage complex, modern irregular and transnational threats. The objective of this course are to provide students with a better understanding of the operational environments in which all elements of international power are brought to bear to confront and disrupt complex, modern irregular and transnational threats. It focuses on the role of modern SOF in relation to diplomatic, legal, developmental and informational elements of power in the international environment. It will provide students a better understanding of how international forces and strategies can be used directly and indirectly to disrupt complex, irregular threats. The course includes adaptive case studies that push students to analyze ways to confront threats relevant to specific regions or challenges. This MET can be tailored to address country specific security objectives; themes have included Counter Piracy, Developing High Value Targets, Countering Threat Finance and the Nexus of Crime and Terrorism.

Key Lessons:

- The Global Strategic Environment and its relation to Special Operations
- Al-Qaeda and Affiliated Trans-National Organizations
- The International Strategy for Countering Terrorism
- Theory of Irregular Warfare
- Enabling Partners: ISOF Contributions to Security Assistance
- Intelligence Fusion and Information Sharing in the International Environment
- Law Enforcement in the International Environment
- The Role of Diplomacy in the Irregular Environment
- The Role of Development in the Irregular Environment
- Disrupting Irregular Threats through Direct Action
- Disrupting Irregular Threats through Indirect Action

SPECIAL OPERATIONS COMBATING TERRORISM COURSE (SOCBT)

Course Code: JSOU-SOCbT

Length: 10 days

MASL: D126019

Curriculum Descriptions (Continued)

Target Audience: This course is designed for U.S. and international mid- to-senior level military officers, Ministry of Defense officials, other security officials with actual or projected responsibilities for combating terrorism.

Attendance Criteria: Minimum ECL score of 70 is required for courses taught exclusively in English. For International METS, translation may be coordinated.

Course Description: The SOCbT course is designed to foster an appreciation of the strategic goals for combating terrorism worldwide, to understand the breadth of and potential for international contributions to transnational strategic concepts and how to best apply national and regional capabilities in concert with international warfighting partners. Based on a mix of traditional and new principles of special operations, the course is designed to build individual, country, and regional combating terrorism capabilities, and focuses on developing international partnership networks that will strengthen and enhance efforts in combating terrorism. This MET can be tailored to address country specific security objectives; themes have included Counter Piracy, Developing High Value Targets, Countering Threat Finance and the Nexus of Crime and Terrorism.

Key Lessons:

- Defining Terrorism
- Root Causes and Motivation
- Global Strategy
- Decision-Making Strategies
- Organizing for Combating Terrorism; Networks and Other Structures
- Counterinsurgency
- Civil Military Operations
- Media Issues

ADVANCED SPECIAL OPERATIONS COMBATING TERRORISM ALUMNI (ASOCBT-A)

MASL: D126047

Length: 5 Days

Target Audience: This course is designed for senior military and civilian professionals interested in enhancing their understanding countering terrorist threats. Course enrollment is limited to O-4, or equivalent, and higher.

Attendance Criteria: Minimum ECL score of 80 is required for courses taught exclusively in English. For International METS, translation may be coordinated.

Course Description: The ASOCbT-A Course focuses on advancing those international partnership networks established during the SOCbT-A Course. Designed for senior military officers and civilian officials, this curriculum focuses on developing strategies for countering terrorist threats and emerging global threats.

The course is tailored for international senior military officers and Ministry of Defense and Security officials with responsibilities directly linked to combating terrorism. Ideally, students will be alumni of a JSOU or other CTFP-funded invitational course.

Curriculum Descriptions (Continued)

CIVIL-MILITARY OPERATIONS SEMINAR (CMOS)

MASL: D309073

Length: 10 Days

Target Audience: This course is designed for International Civil-Military Operations (CMO) planners, Civil Affairs officers, Special Operations military officers (O-2 to O-5), warrant officers and senior non-commissioned officers who are preparing for, en route to, or serving in a National or International Civil-Military Operations assignment. Personnel with deployment experience and/or planning experience at JTF/corps/division level are also desired course candidates. Recommended METclass size is 30students.

Attendance Criteria: Minimum ECL score of 70 is required for courses taught exclusively in English. For International METS, translation may be coordinated.

Course Description: Seminar participants will discuss, examine, and exchange ideas concerning the best practices in Civil-Military Operations (CMO) and Stability Operations. Discussion topics will include CMO concepts, Stability Operations, Multinational Operations and liaison functions, Combined/Joint Task Force concepts and operations, Whole of Government and NGOs collaboration and coordination, the Law of Armed Conflict to include Human Rights and an introduction of Center of Gravity and Critical Factors Analysis and their application to the Operational Planning Process. The MET curriculum can be tailored to meet specific national requirements.

Key Lessons:

- Civil Military Operations Concepts
- Stability Operations
- Analysis of the Civil Environment;
- Whole of Government and Non-Governmental Organization Collaboration
- Introduction to Operational Planning Process for CMO
- Law of Armed Conflict

ASYMMETRIC WARFARE COURSE

MASL: D309072

Length: 8 Days

Target Audience: Course Objective: This course is designed for International Special Operations military officers (O-2 to O-5), warrant officers and senior non-commissioned officers who are preparing for, en route to, or serving in a National or International Joint Special Operations assignment that may involve joint staff planning. The course provides knowledge of Asymmetric Warfare concepts, activities, and joint approaches.

Target Audience: Special Operations military officers (O-2 to O-5), warrant officers (W-1 to W-4), senior non-commissioned officers and select civilians who are preparing for, en route, or serving in a Special Operations assignment.

Attendance Criteria: Minimum ECL score of 70 is required for courses taught exclusively in English. For International METs, translation may be coordinated.

Curriculum Descriptions (Continued)

Course Description: An eight-day seminar course addressing AW policy and concepts, strategic philosophies, and operational approaches with operational vignettes and case studies and a varied faculty discussing topics that range from critical thinking, culture, and insurgency theory, to intelligence and operational approaches, to transnational criminal activities and law enforcement.

Key Lessons:

- Environment/Threats – Culture and Coalition Warfare, Armed Groups,
- Insurgency Theory
- Primary Activities –
- Counterinsurgency
- Foreign Internal Defense
- Unconventional Warfare
- Stability Operations
- Counterterrorism
- Supporting Activities
- Intelligence Support
- Legal Issues
- Authorities
- Information Operations

OPERATIONAL PLANNING COURSE (OPC)

MASL: D309074

Length: 10 Days

Target Audience: Target Audience: This course is designed for International Special Operations military officers (O-2 to O-5), warrant officers and senior non-commissioned officers who are preparing for, en route to, or serving in a National or International Joint Special Operations assignment that may involve joint staff planning. Recommended MET class size is 24 students.

Attendance Criteria: Minimum ECL score of 70 is required for courses taught exclusively in English. For International METs, translation may be coordinated. The Course Director will provide information on the appropriate doctrine and reference materials that students should be familiar with prior to the conduct of the course.

Course Description: The course focuses on linkages between National Security Guidance and Military Strategy with operational planning in the joint environment as well as joint operational planning principles and processes; a practical exercise that is scenario driven and allows application of all elements of the joint operational planning process. Students form joint planning groups in order to analyze and identify recommended solutions and develop briefings in response to an operational problem. The MET curriculum can be tailored to meet specific national requirements. This course is conducted by Joint Special Operations University's Operational Studies Department.

Curriculum Descriptions (Continued)

Key Lessons:

- National Policy
- History of Great Military Strategists
- Strategy focused at the Operational Level
- Centers of Gravity and Critical Factor Analysis
- Lines of Operation
- SOF Perspective for Joint Operations
- Establishing SOF Command & regional relationships
- Operational Planning Process - Mission Analysis to Course of Action decision brief
- Deliberate and Crisis Action Planning
- Multi-National Operations
- Inter-Agency Planning and Coordination
- Operational Law
- Military Deception;
- Digital Planning and Collaborative Tools Suites

SPECIAL OPERATIONS AIR MISSION PLANNING COURSE (SOAMPC)

MASL: D309076

Length: 5 Days

Target Audience: This seminar is for U.S. and International unit-level air mission planners (normally captain through junior major) who will be assigned to coordinate fixed and/or rotary wing aviation in support of ground operations. Recommended METclass size is 16 students, with a 1:8 instructor-to-student ratio in syndicates. Syndicate size should not exceed eight students in order to allow maximum coaching and mentoring during practical exercises. Maximum class size is 24 students.

Attendance Criteria: Minimum ECL score of 70 is required for courses taught exclusively in English. For International METs, translation may be coordinated.

Course Description: The Special Operations Air Mission Planning Course will provide the students with an ability to build an air mission synchronisation matrix and execution checklist as the means of ensuring effective and efficient air planning. Unit-level planners will be prepared to conduct planning and synchronization of objectives, resources, and environment factors within a combined arms/composite force team. The MET curriculum can be tailored to meet specific national requirements.

Key Lessons:

- Air Mission Doctrine in Complicated Mission Planning
- Organization of an Air Assault Operation in a Low-to-Medium Threat Environment
- Synchronization
- Tactical-level Planning of Combined Arms/Composite Force Package
- Planning and Execution Checklist
- Land and Air Force Capabilities and Limitations during Planning and Operations

Curriculum Descriptions (Continued)

SPECIAL OPERATIONS AIR INTEGRATION AND PLANNING COURSE (SOAIPC)

MASL: D309078

Length: 5 Days

Target Audience: This seminar is for U.S., and International Officers (O-1 to O-4), Warrant Officers, senior noncommissioned officers (E-6 to E-9), and civilians assigned to or selected for assignment to an international or national organization performing duties directly associated with the planning of special air operations in support of military operations. Planning staffs from any service responsible for SOF aviation planning and air integration at the combined joint Special operations air command level or higher.

Attendance Criteria: Minimum ECL score of 70 is required for courses taught exclusively in English. For International METs, translation may be coordinated.

Course Description: The Special Operations Air Integration and Planning Course will provide the students from national, joint or combined organizations the knowledge to plan and employ special operations air/aviation forces at the theater- level as part of a Combined Special Operations Component in support of a Coalition operation. The MET curriculum can be tailored to meet specific national requirements.

Key Lessons:

- What makes SOF special? Understand the nature of special operations forces (SOF) and what differentiates them from conventional military forces
- Know special operations aviation command and control (C2) and how to integrate SOF aviation with special operations and conventional forces
- Understand the various liaison element structures and functions within the C2 system
- Comprehend the Joint Air Tasking Cycle and how SOF integrates into that cycle
- Understand how joint fires support SOF operations and how to request that support
- Understand airspace management as it relates to SOF air/aviation operations
- Outline international targeting process, describe special operations joint targeting role and how it supports the Joint Force Commander's campaign plan
- Understand the relevance of Intelligence, Surveillance, and Reconnaissance as a SOF enabler
- Comprehend the Joint Force Commander and components' responsibilities for personnel recovery in a theater of operations and explain the special operations' role in that process
- Solve a realistic planning problem and present the solution for evaluation

SPECIAL OPERATIONS FORCES INTEGRATION COURSE (SOFIC)

MASL: D309062

Length: 5 Days

Target Audience: This seminar is for host nation Senior Officers attending host National Defence Universities or War College.

Attendance Criteria: Minimum ECL score of 75 is required for courses taught exclusively in English. For International METs, translation may be coordinated.

Curriculum Descriptions (Continued)

Course Description: The Special Operations Forces Integration Course will provide the senior students from Partner Nation National Defense Universities and War Colleges with an understanding of the roles and mission of national SOF forces and the requirements for effective integration in joint planning. The curriculum focuses on the military-strategic and operational levels of conflict and the study of operational art in the joint context. Planning and conducting special operations is one of the main concerns of these studies. The course is also intended to provide a valuable venue for Partner Nation SOF professionals to brief their senior students on their National SOF structure, integration efforts, systemic challenges and to foster an examination of SOF in joint planning. The course uses an active adult learning style, comprising approximately 1/3 lecture and 2/3 small-group discussions, case studies, and practical exercises. Students must be prepared to be fully engaged in the interactive nature of this course. The MET curriculum can be tailored to meet specific national requirements.

Key Lessons:

- Introduction to Special Operations and Missions
- History of US SOCOM - SOF Transformation Operation EAGLE CLAW
- History of NATO SOF – Structure, missions and capabilities
- Partner Nation SOF History and missions
- Partner Nation SOF units, organization, tasks, challenges
- SOF Aviation Support, Intelligence Fusion and Targeting
- SOF in Combined Joint Operation;
- Kirton Adaption-Innovation Inventory (KAI) and Problem Solving
- SOF & Conventional Forces integration
- Role of NCOs in SOF operations

COMBINED/JOINT FORCE SPECIAL OPERATIONS COMPONENT COMMANDERS (C/JFSOCCC)

MASL: D12062

Length: 4.5 Days

Target Audience: This course is designed for senior warfighting professionals' continuing education. It is intended for General Officers/Flag Officers with special operations experience, along with Senior Executive Service levels from other government agencies. Additionally, the Combined Force Special Operations Component Commander Course encourages participation by international officers.

Attendance Criteria: Participants attend by invitation. Minimum ECL score of 75 is required for courses taught exclusively in English. For International METs, translation may be coordinated.

Course Description: The Combined/Joint Special Operations Force Component Commander's Course is designed to prepare C/JFSOCCs and other senior leaders for theater-level leadership at the operational level. The course advances senior leader understanding of the complexities of major joint, combined, interagency and multinational operations conducted to accomplish strategic objectives.

Key Lessons: Specific lessons will cover the roles and functions of the C/JFSOCC, alliances, coalitions, joint and service doctrine, theater-level strategy, SOF in complex operations, joint operations planning, interagency partnerships, and key processes, components and systems.

Curriculum Descriptions (Continued)

JOINT SOF SENIOR ENLISTED ACADEMY (JSOFSEA)

MASL: D171047

Length: 6 months Distance Learning and 2 months resident

Target Audience: The Academy targets SOF operators and senior Noncommissioned officers from other Services in the grades of E-8 through E-9..

Attendance Criteria: Attendance is by invitation. Minimum ECL score of 75 is required for courses taught exclusively in English.

Course Description: JSOFSEA educates Senior Enlisted Warrior Diplomats in mission-oriented fields of study while providing the knowledge to think critically and lead successfully in the future joint, combined and interagency operating environment. JSOFSEA provides education in the following subjects: joint leadership, joint communications, organizational management and strategy/doctrine. Phase I - Distance Learning (DL) will be conducted from the student's home station/current duty location. During this phase, students will complete the Joint Forces Staff College (JFSC) 40-hour online Enlisted Joint Professional Military Education (EJPME) course and a series of reading, research, and writing assignments. Additional instruction will be provided on proper study techniques, service and SOF history/heritage, health promotion, and safety. Phase II - Resident This phase will consist of classroom instruction on critical thinking, leadership, effective communications, resource management, national security strategy, and joint warfighting. This phase will culminate with a multiple-day, scenario-based staff exercise requiring students to execute operational-level planning as a member of a TSOC/ JSOTF Joint Planning Group (JPG).

Key Lessons: Joint Special Operations Command and Control; Command Relationships; Joint Doctrine; Theater Special Operations Commands; AOR Operations; Foreign Internal Defense; SOF Planning – Air Tasking Order; Joint Operational Planning Process; Orders; SOF Logistics; Personnel Recovery; SOF Aviation - Missions, Capabilities, C2; and Legal Aspects for SOF.

Professional Resources



Dr. Bill Knarr
Resident Senior Fellow

Dr. Knarr serves as a resident senior fellow with the Joint Special Operations University (JSOU). In 2011, Bill came to JSOU from the Institute for Defense Analyses (IDA) where he worked as a senior project leader focusing on unconventional warfare and counterinsurgency in Afghanistan and Iraq, respectively. Prior to that, Bill served in the U.S. Army, retiring as a colonel in 2002 after more than 35 years of service. His last position in the Army was as the TRADOC Systems Manager for Unmanned Aerial Systems and Aerial Common Sensor and prior to that he commanded the Joint Intelligence Center at USSOCOM. Dr. Knarr interfaces with nonresident senior fellows, leads seminars/conferences and symposia, serves as a Subject Matter Expert on intelligence subjects, and technically reviews JSOU Press manuscripts for publication. Dr. Knarr also publishes on intelligence and security issues.



Juan "John" Alvarez
Resident Senior Fellow

John Alvarez is central to the oversight and operation of the JSOU Press, which includes the Editorial Advisory Board and nonresident senior fellow research and publications. A graduate of the Argentine War College, Mr. Alvarez is a frequent contributor to international seminars. He is a retired U.S. Air Force colonel with experience as a special operations pilot, combat aviation advisor, and regional affairs strategist.



Dr. Dona Stewart
Resident Senior Fellow

Dr. Stewart serves as a resident senior fellow with the JSOU Strategic Studies Department. She interfaces with nonresident senior fellows, leads seminars/conferences and symposia, and technically reviews JSOU Press manuscripts for publication. She also publishes extensively on political and security issues in the Middle East. She has held positions in U.S. Special Operations Command, as Principal Strategist in the Strategy Division (J56), and at U.S. Central Command within the Afghanistan-Pakistan Center. Dr. Stewart also serves on the faculty of National Defense University, Near East South Asia Studies Center (NESA). At NESA Dr. Stewart participates in Washington D.C.-based programs designed for senior level members of the military and diplomatic corps from the Middle East.



Major General (ret) Philip R. Kensinger, Jr.
Senior Faculty

Major General Kensinger is recognized as a proven, experienced executive with more than 25 years as a senior leader in military, international and commercial affairs. He was a former Commanding General for one of four regional Special Operations Commands consisting of more than 300 hand picked team members from the Army's Green Berets, the Navy's SEALs, and the Air Force's and Army Special Aviation Units. He also commanded U.S. Army South, Republic of Panama and Puerto Rico; and the U.S. Army Special Operations Command, Fort Bragg, NC.



Roby Barrett, Ph.D.
Senior Fellow

Dr. Roby Barrett has more than 30 years of government, business, and academic experience in the Middle East and Africa. The current focus of his research is strategic security issues in the Persian/Arabian Gulf, including Iran and the Arabian Peninsula. He is a former Foreign Service officer in the Middle East with a strong background in the cultural and political dynamics of historical Islamic development.



Joseph D. Celeski
Senior Fellow

Mr. Celeski is a Middle East area expert, trained in the Arabic language, and experience throughout the Middle East and the Horn of Africa regions. He is a Senior Fellow with the Strategic Studies Department where his research efforts focus on unconventional warfare, counterinsurgency, terrorism, urban warfare, joint SOF warfighting, and senior leader competencies. Retired from the U.S. Army as a Special Forces colonel, he served in a variety of USSOCOM command and staff positions for more than 20 years of his 30-year Army career.



James Forest, Ph.D.
Senior Fellow

Dr. Forest was designated a Senior Fellow in 2010. He currently is serving on the faculty at the University of Massachusetts Lowell. He is the former director of Terrorism Studies at the United States Military Academy at West Point. During his tenure (2001 to 2010) he taught courses in terrorism, counterterrorism, information warfare, international relations, comparative politics, and sub-Saharan Africa.

Professional Resources (Cont'd)



Colonel David Hopley OBE RM (ret)
Senior Faculty

Colonel Hopley served a 30-year military career in the Royal Marine Commandos, Special Boat Service and Headquarters UK Special Forces. He served including Northern Ireland, the Gulf, the Middle East, and the Far East. His operational assignments span Royal Marines, the Special Boat Service, Headquarters UK Special Forces and the Joint Forces Headquarters. He also served at the Ministry of Defence, Directorate Special Forces and NATO Regional Headquarters AFNORTH, as the first Chief of Special Operations.



Brigadier General (Ret.) Russell D. Howard
Senior Fellow

Prior to being designated a Senior Fellow for the Joint Special Operations University, Russ Howard was the founding director of The Jebson Center for Counter-Terrorism Studies at The Fletcher School, Tufts University. Before that he was the Social Sciences Department chair and the founding director of the Combating Terrorism Center at the United States Military Academy at West Point.



Hekmat Karzai
Senior Fellow

Mr. Hekmat Karzai is a senior fellow with the Strategic Studies Department where his research and teaching interests center on development, security, and conflict. A recognized expert on Afghanistan, he also serves as nonresident senior fellow at the EastWest Institute in Brussels. Additionally, from 2004 until 2005, he served as an international fellow at the Edmund Walsh School of Foreign Service at Georgetown University where he conducted research on terrorism, militant Islam, the Soviet invasion of Afghanistan, and the Al Qaeda movement.



William Wilson Mendel
Senior Fellow

As a senior fellow, Bill Mendel serves as a key researcher and senior instructor for the Strategic Studies Department. A retired U.S. Army colonel, he also completed 10 years of government service as senior military analyst and intelligence specialist with the Foreign Military Studies Office, Fort Leavenworth, Kansas. He was one of the founding members of the JSOU Press and has conducted primary research and instruction for executives in a number of foreign countries.



Jeffrey W. Nelson
Senior Fellow

Mr. Jeff Nelson is a retired Special Forces Officer with more than 31 years of active and reserve experience worldwide. A Senior Fellow with the university, he is a frequent lecturer in international courses and shares his expertise in his interest areas of Irregular Warfare, Counterinsurgency, Foreign Internal Defense, Internal Defense and Development, and Whole of Government Collaboration.



James Powers
Senior Fellow

James F. Powers, Jr. is the former Director, Office of Homeland Security for the Commonwealth of Pennsylvania and currently a senior fellow with the Strategic Studies Department. During his military career, he also served on the faculty at the U.S. Army War College. He is a retired U.S. Army Special Forces colonel with expertise in Special Operations, Psychological Operations, Military Information Support Operations, and Civil-Military Operations.



Charles W. Ricks
Senior Fellow

As a Senior Fellow, Chuck Ricks serves as a key researcher, reviewer, and senior instructor for the Strategic Studies Department. Mr. Ricks has worked in a variety of military and civilian government positions during more than three decades of public service. He retired from the U.S. Army with extensive experience as an armor officer, and a Public Affairs officer, in Europe, Asia, and the United States.

Professional Resources (Continued)



Richard H. Shultz, Jr., Ph.D.
Senior Fellow

Dr. Shultz is an American security adviser and professor of international politics at The Fletcher School, Tufts University, where he teaches graduate-level courses in various aspects of international security. He is also the director of The Fletcher School's International Security Studies Program. His recent books include *Insurgents, Terrorists, and Militias: The Warriors of Contemporary Combat* (Columbia University Press, 2006) and *The Secret War against Hanoi: Kennedy and Johnson's Use of Spies, Saboteurs, and Covert Warriors in North Vietnam* (Harper Collins, 1999).



Colonel (ret) Bogdan B. Gieniewski
Senior Faculty

Bogdan Gieniewski is a retired Special Forces colonel with broad experience in Special Operations, Psychological Operations, Civil Affairs, and Survival Escape Resistance and Evasion (SERE). His service includes assignment at all levels within the United States Army Special Operations Command and the John F. Kennedy Special Warfare Center and School. Prior to retirement he was assigned at the Office of the Secretary of Defense for Policy and Strategy Support.



Jessica Glicken Turnley, Ph.D.
Senior Fellow

Dr. Turnley provides services in the national security arena, in strategic business planning, organizational development, corporate culture change, policy analysis, and economic development to a wide variety of clients in the public and private sector. She works directly with the intelligence community, including service on the Defense Intelligence Agency's Advisory Board and with other agencies in both programmatic/analytic and organizational development capacities.



Francisco Wong-Diaz, Ph.D.
Senior Fellow

Dr. Wong-Diaz is professor of international affairs and law at the City College of San Francisco and expert subject lecturer. A member of the Global Futures Forum (GFF), he was an academic fellow on terrorism with the Foundation for the Defense of Democracies (2007). Previously he was a fellow at the University of California (UC) at the Berkeley Center for the Teaching and Study of American Cultures; visiting scholar and research associate at UC Berkeley Graduate School of Business; and visiting researcher at the Hoover Institution.



Rich Yarger, Jr., Ph.D.
Senior Fellow

Dr. Rich Yarger holds positions as a Senior Fellow at the Joint Special Operations University and as the Ministry Reform Analyst in the Security, Reconstruction and Transition Division of the Peacekeeping & Stability Operations Institute, Carlisle, Pennsylvania. He has been associated with JSOU for more than a decade. His research focuses on strategic theory, national security policy and strategy, terrorism, irregular warfare, effective governance, and the education and development of strategic level leaders.

Mission

Coordinate, manage, execute, and evaluate USMC Security Cooperation (SC) programs and activities to include assessments, planning support, related education and training, and advisory support to ensure unity of effort in building Partner Nation Security Force (PNSF) capacity and capability in order to facilitate U.S. Marine Corps (USMC) and regional Marine Forces component command (MARFOR) SC objectives.

History

The Commandant of the Marine Corps 2010 planning guidance (CPG) directed the development of options to fully operationalize the Marine Corps Training and Advisory Group (MCTAG) to best meet GCC demands for advising, engaging and partnering. After subsequent planning, the Commandant directed the merger of Marine Corps Training and Advisory Group (MCTAG) and Security Cooperation Education and Training Center (SCETC) functions into a new command designated as the Marine Corps Security Cooperation Group (MCSCG). Both MCTAG and SCETC missions supported Marine Corps security cooperation from distinct but complementary lines of effort. These two commands combined with initial operating capacity as of 1 Oct 2011 to form MCSCG. Their merger consolidated many security cooperation functions into a single command located at Joint Expeditionary Base Little Creek - Fort Story and assigned to U.S. Marine Corps Forces Command (MARFORCOM). Through subsequent staffing and resourcing, MCSCG will achieve full operational capacity no later than 30 Sep 2012.

Concept of Operations

The purpose of MCSCG is to provide an institutional capacity in SC training and advisor support to build partner capacity in support of combatant commander SC objectives. MCSCG will coordinate with service headquarters, MARFORs, operating forces, the supporting establishment, and other department of defense and inter-agency SC organizations to ensure service and regional MARFOR SC objectives are met. MCSCG will meet these SC objectives through six principal lines of effort:

1. Unity of Effort - SC Coordination across USMC and Maritime services
2. Training - Provide SC training to Marines tasked to conduct SC missions
3. Education - Provide SC Education to personnel assigned SC Planning responsibilities
4. Foreign Security Force – Capability Based Assessments - Conduct FSF assessments and develop SC Engagement Plans
5. Planning Support - Provide deployable planning support elements to regional Marine Component Commands
6. International Programs - Coordinate and manage Security Assistance education & training programs



Victory Through Partnership

*Lt. Col. Matt Baker,
Commanding Officer*

<http://www.marines.mil/unit/mcscg/Pages/default.aspx>

Command Duty Officer
Comm: (757) 962-4430
DSN: 438-4430

Commanding Officer
Marine Corps Security
Cooperation Group
U.S. Marine Corps Forces
Command
P.O. Box 14
JEBLC-Fort Story, Virginia
23459-0007

*Lt Col Chris S. Brown
Operations Officer,
christopher.s.brown@usmc.
mil
(757) 962-4430 ext 2262*

Curriculum Descriptions

SECURITY COOPERATION PLANNERS COURSE (SCPC). A 5-day course focused on service component level SC planning and execution fundamentals. Course is conducted five times a year with typically attendance of typically 25 students per class at the O3-O5/E7-E9 rank or civilian equivalent. Course is taught at Fort Story, VA but can also be provided via Mobile Training Team (MTT). Current regular MTTs include an annual SCPC course at the Naval Post-Graduate School, Monterey, CA as well as an elective course to the Marine Corps Command and Staff College, Quantico, VA. There is no tuition for this course but student commands are responsible for travel, lodging, and per diem costs. If presented as an MTT, supported command is responsible for instructor travel, lodging, and per diem costs.

SECURITY COOPERATION TEAM PRE-DEPLOYMENT TRAINING PROGRAM (SCT PTP). A 120-day program designed to meet the specific pre-deployment training requirements of an SC team. Curriculum is tailored to meet theater and mission specific requirements. Main blocks of the curriculum are listed in the paragraphs below. Course attendance is typically a 20-man SC team but can accommodate teams as large as 80 personnel in residence or larger forces via MTTs. Concurrent to this training program, the SC team conducts integrated mission planning in conjunction with the supported regional Marine Component to enable seamless transition upon deployment. There is no tuition for this course but SC team providing commands are responsible for travel, lodging, and per diem costs. If presented as an MTT, the supported command is responsible for instructor travel, lodging, and per diem costs.

Individual Preparation - 0.5 weeks

- Admin (travel, passports, visas, theater/country clearance)
- Medical (theater/country specific)
- Annual training requirements (as required)

Advisor Skills - 5.5 weeks

- Advising basics
- Culture/language (AOR specific, CAOCL supported)
- Techniques of instruction/mentoring
- Negotiation/mediation
- Development/review/rehearsal of specific POIs anticipated for instruction
- Legal considerations for SC
- Interaction with MARFOR, MILGRP/Country Team

Anti-Terrorism/Force Protection (AT/FP) - 3 weeks

- Theater-specific threat brief
- Basic FP skills
- Evasive driving
- High-risk concealed carry
- Advanced SERE

Tactical Skills - 2 weeks

- Weapons proficiency (US and foreign weapons specific to AOR or specific partner military)
- Deployed communications
- Live-fire range planning, establishment, and conduct
- Tactical combat casualty care/live tissue

Certification Exercise (CERTEX) - 1 week

- Mission planning of AOR specific SC mission
- Simulated execution with scenario events challenging full spectrum of SC team PTP skills
- Training rehearsal with translator and simulated foreign military audience

Mission

Provide high-quality graduate education and conduct research programs focused on international relations and regional security to meet the needs of the nation and our international partners, and to build partnership capacity.

History

The need to keep the peace in the wake of conflict and an emphasis on sharing the burden of collective defense and security building continues to grow. Established in 2001, the School of International Graduate Studies (SIGS) is on the forefront of contributing to the advancement of building partnership capacity. SIGS offers a variety of education opportunities to U.S. and international military officers and government officials wanting to advance the knowledge and skills necessary to meet today's complex and challenging security environments.

SIGS offers in-residence Master's and Doctoral degrees to U.S. and international students in the areas of national security studies (such as civil-military relations, and stability and reconstruction) and regional studies (such as the Middle East).

SIGS specializes in global education. Our mobile education teams (METs) travel around the world helping countries to rebuild and restructure their defense policies, programs and curriculum. What makes our METs effective? Our approach is different. We work hand-in-hand with countries to tailor specific programs to their needs.

Due to our global outreach efforts, NPS was designated by the United States Department of State on May 24, 2004, to be the sole Partnership for Peace (PfP) Education and Training Center in the United States. NPS was selected because of its forward-looking graduate education programs and experience in delivering mobile education worldwide. We take pride in our commitment to provide students with the knowledge and skills to face the challenges of not only today, but more importantly, tomorrow.



*Daniel T. Oliver
Vice Admiral, US Navy (Ret)
President,
Naval Postgraduate School*

The School of International Graduate Studies (SIGS) conducts research and offers various education opportunities in international security studies. Programs seek to identify and address current and emerging security challenges and strengthen multi-lateral and bilateral defense cooperation between the United States and other nations.

School of International Graduate Studies

*Dr. James J. Wirtz, Ph.D.,
Dean*

www.NPS.edu/Academics/Schools/SIGS

Phone: 831-656-3781
E-mail: dmbecket@nps.edu

School of International Graduate Studies
Naval Postgraduate School
1 University Circle, Code 90
Monterey, CA 93943

Curriculum Descriptions

REQUIREMENTS FOR ENTRY

International students whose native language, or language of prior instruction, was other than English, are required to have obtained a minimum total score of 90 on the internet-based Test of English as a Foreign Language (TOEFL), or a score of 560 on the written test.

NATIONAL SECURITY AFFAIRS COURSES

THESIS RESEARCH (QUARTERLY) NS0810

Students conducting thesis research will enroll in this course. Prerequisites: NS4080, or permission of the Academic Associate.

CULTURAL IMMERSION EXPERIENCE TOUR (QUARTERLY) NS0856

This course provides overseas cultural immersion experience for designated FAO/RAS officers. Enrollment requires prior authorization by the FAO/RAS proponent of the student's service, and permission from the cognizant Academic Associate of the student's curriculum. A trip report prepared in line with the requirements of each student's service branch is required. Course is graded Pass/Fail, and may be repeated.

PREPARATION FOR COMPREHENSIVE EXAMINATION (QUARTERLY) NS0811

Students preparing for comprehensive examinations will enroll in this course. Prerequisites: None.

POLICY ANALYSIS AND RESEARCH METHODOLOGY (QUARTERLY) NS2013

Offered through the Center for Homeland Defense and Security. This course provides an overview of the steps of the research process and methods used in social-scientific inquiry. Students review various policy research designs, including hypothesis construction and comparative case studies. They also are introduced to literature review and the appropriate use of evidence and warrants. Prerequisites: None.

FOREIGN LANGUAGE MAINTENANCE (AS REQUIRED) NS2079

Intended for students with beginning or intermediate proficiency in a low-density language (i.e. one for which other language-maintenance courses are not offered). Such students may maintain or improve their proficiency by arranging for individualized instruction with appropriately qualified faculty at NPS or DLIFLC. Such arrangements must be made by the student. Enrollment in NS2079 requires the approval of the cognizant Academic Associate and the Department Chairman, and is accomplished using the same procedure required for enrollment in NS3079 and NS4079.

WAR IN THE MODERN WORLD (QUARTERLY) NS3000

This course provides an introduction to war as a political and social phenomenon, and as a force in the international system. Major themes include: the development of leading ideas about war; the mutual interactions of politics, society, and warfare; the impact of military doctrine on war fighting; allocation of resources and coordination of effort among land, sea, and air forces; national strategic cultures, and their implications for strategic practice. Prerequisites: None.

WAR AND ITS IMPACT ON POST-CONFLICT RECONSTRUCTION (ANNUALLY) NS3001

The problem of post-conflict reconstruction is hardly a new one. In the past, victors in wars frequently had to manage and rebuild societies shattered by conflict. This course will examine historical examples of post-conflict reconstruction. War creates a competitive environment exploited by groups who seek political power. This competition begins while the war is under way. Competitors seek to place themselves in a position to take advantage of the new post-war environment by choosing allies and enemies, perhaps also arming themselves. On the new post-war playing field, old antagonisms assume new guises. Groups who might have been insignificant or repressed before the conflict can often exploit the new post-war environment to seek power. The military may also be strengthened by war, posing challenges to civilian governments or occupying powers. Social disorder, economic dislocation, and the de-legitimization of old political groups or ideas may invite chaos and even civil war. Prerequisites: None.

Curriculum Descriptions (Continued)

RESEARCH AND WRITING FOR NATIONAL SECURITY AFFAIRS (QUARTERLY) NS3011

This course provides students with the basic tools to understand and produce research in relevant areas of history, social science and policy analysis. The general objectives of the course are to make you a more critical reader and thinker and better writer and researcher. The course is designed to help you with your other classes at NPS, which require you to read and write research papers. The course will also introduce students to basic elements of research design and methodology. In addition, the course will provide information on the thesis process at NPS. By the end of the course, every student should be able to produce a well-designed and well-written research paper or thesis. Prerequisite: None.

DEFENSE CAPABILITY DEVELOPMENT (ANNUALLY) NS3021

This course examines Service, Joint, and Multinational Concept Development and Experimentation programs for developing defense capabilities that are necessary to meet the anticipated operational challenges of the future security environment. The course explores the capabilities-based approach to defense planning that assesses how to effectively counter transnational, regional, and emergent peer competitors. The course considers what innovative capabilities are required to defeat adversaries who wage warfare across the maritime, land, air, space, and cyberspace domains. The course analyzes emerging operational concepts, organizational configurations, technological advances, and people innovations, including doctrinal and training adjustments, for shifting the conduct of warfare to maintain competitive advantage in the 21st Century. Prerequisites: None.

INTRODUCTION TO COMPARATIVE POLITICS (QUARTERLY) NS3023

This course is designed to introduce students to the major intellectual approaches to the study of comparative politics. Readings will be drawn from major theorists and leading schools of thought. Students will confront the central questions on the nature of economic, political, and cultural development. Prerequisites: None.

INTRODUCTION TO INTERNATIONAL RELATIONS (QUARTERLY) NS3024

This course provides an overview of the prominent theories of international relations. It surveys explanations based on decision-making, organizational behavior, domestic politics, international regimes and international systems, especially in terms of the insights they offer into the conduct of international relations in the post-Cold War world. Prerequisites: None.

INTRODUCTION TO CIVIL-MILITARY RELATIONS (ANNUALLY) NS3025

This course introduces students to the basic concepts and issues in civil-military relations. It offers a historical and comparative analysis of different patterns of military participation in politics, defense policy making and national development. The course also introduces alternative models for structuring civil-military relations, and examines the problems associated with the models adopted by the United States and other nations. Prerequisites: None.

INTRODUCTION TO POST-CONFLICT SECURITY BUILDING (ANNUALLY) NS3026

This course introduces students to the fuller program, intended to prepare them to work together in operations that build security in post-conflict environments. As such, it provides both conceptual tools for thinking about post-conflict security building and empirical referents to ground later study. Military strategists have written much about going to war, but have given less consideration to the movement from war to peace. How can one think strategically about the post-conflict environment? This course introduces students to characteristics of post-conflict environments and the diverse actors seeking to shape it. The course draws upon real-world cases to identify patterns of conflict and their consequences for post-conflict transition. In particular, the course will focus on interventions by external actors, civilian and military, in peace implementation. What are the typical components of post-conflict security building programs? This course covers practical issues in, and normative dimensions of, post-conflict security building. Prerequisites: None.

Curriculum Descriptions (Continued)

COMPARATIVE GOVERNMENT FOR HOMELAND SECURITY (ANNUALLY) NS3028

Offered through the Center for Homeland Defense and Security. The objectives of the NS3028 course are: (1) to understand the trans-national nature of terrorism, organized crime, pandemics and other homeland security threats, (2) to assess homeland security strategies employed by liberal democracies around the world; (3) to distill and extrapolate policy implications from these examples; and (4) to apply these lessons to the organizational and functional challenges faced by homeland security leaders in the United States. The course will focus on a discussion of shared threats such as the global Jihadi movement, Al-Qaeda activity in Afghanistan and Pakistan, Middle Eastern groups such as Hamas and Hizbullah, as well as policies and strategies employed by a range of democratic countries to cope with terrorism and other homeland security-related threats. In addition to looking at specific countries, the course will look at issue areas such as bio-threats, health system preparedness, airport security and anti-radicalization policies across countries. This course will provide students with a knowledge base and methodology with which to learn from the practices of other countries and translate those practices into policies applicable in the United States. The course will also enable students to better understand the threats that other countries face (many of which are likely to affect the United States in the near term) and how they cope with those threats. Finally, the course will enable students to be prepared to engage with their international partners at the local, state, or federal levels as Homeland Security becomes an increasingly global undertaking and all levels of government in the United States move toward conducting greater international outreach. Prerequisite: None.

AMERICAN NATIONAL SECURITY POLICY (AS REQUIRED) NS3030

An overview of U.S. national security policy formulation. Covers the processes and actors involved, both governmental and non-governmental. At instructor's discretion, course might also address recent developments in U.S. national security strategy. Prerequisites: None.

THE ROLE OF CONGRESS IN U.S. NATIONAL SECURITY POLICY (AS REQUIRED) NS3037

Survey of the roles, processes and orientations of the U.S. Congress in making national security policy. The course examines the powers and responsibilities granted to Congress by the Constitution, how the role of Congress has changed over time, and the way the role may evolve in the future. Specific topics include the budget process, War Powers, security assistance, and the problems of executive-legislative coordination in foreign and military policy making. Prerequisites: None.

THE POLITICS OF GLOBAL ECONOMIC RELATIONS (QUARTERLY) NS3040

Examination of the world economy. Focuses on implications for the United States over changes in the world trading and financial systems. Topics covered include trade patterns, economic integration, trade blocs, new international economic order, and international economic organizations. Prerequisites: None.

COMPARATIVE ECONOMIC SYSTEMS (AS REQUIRED) NS3041

Examination of the economic systems and development problems in developing countries, including post-Communist states. The course focuses on the political and ideological bases of economic organizations, and the nature of basic economic problems in these regions. Special attention is given to the socio-economic strategies and tactics used in the management of the economy, and institutions and techniques of decision making. Attention is also given to problems of economic stabilization in the developing world. Prerequisites: NS3040.

ECONOMICS OF INSURGENCIES FOR SECURITY BUILDING (AS REQUIRED) NS3042

The course examines the economic issues related to civil wars and insurgencies, and reconstruction and development after conflict. Prerequisites: None.

PRACTICUM IN REGIONAL SECURITY STUDIES (AS REQUIRED) NS3077

This course supports student research conducted under the auspices of the Center for Civil-Military Relations and the Joint Foreign Area Officer Sustainment Program. Students work overseas under NSA faculty

Curriculum Descriptions (Continued)

supervision, and participate in seminars, exercises, and other programs offered in Monterey or abroad, dealing with the region that is the focus of the research. The Practicum is open to students in any NSA curriculum, but is limited to those selected for participation by the organization supervising the program. Grading is Pass/Fail. Prerequisite: Permission of the instructor.

DIRECTED STUDIES IN NATIONAL SECURITY AFFAIRS (AS REQUIRED) NS3079

Format and content vary. Normally involves extensive assigned readings, individual discussions with the instructor, papers and/or examinations. Prerequisites: None.

INTELLIGENCE AND DEMOCRACY (AS REQUIRED) NS3155

This course examines the methods civilian authorities in emerging democracies can use to establish strong, effective controls over their intelligence agencies. The course begins by examining the intelligence process in the United States and the United Kingdom, and the potential problems that intelligence activities can pose to democratic governance. Next, students will analyze the mechanisms used by the U.S., the U.K., France, and other long-established democracies to maintain control over their intelligence organizations. These instruments of control include use of the power of the purse, structural and organizational arrangements, legislative oversight, and legal mechanisms. Employing the case study approach, students will examine the recent efforts by democracies in Latin America, Central Europe, Africa, and Asia to establish their own democratic controls over intelligence, and the challenges that such nations will face in the future. Prerequisites: None.

PRINCIPLES OF JOINT OPERATIONAL INTELLIGENCE (AS REQUIRED) NS3159

This course examines the intelligence process, organizational structure and related C4I architecture within the context of intelligence support to the planning and conduct of joint and combined operations at the operational level of war. This course addresses the conduct of intelligence to include the development of requirements, collection management, threat analysis, assessments, and dissemination of intelligence to the decision maker. The course includes an overview of intelligence data systems and associated connectivity. Students are required to prepare and present intelligence briefings and staff intelligence studies, incorporating the knowledge gained in the course. Classification: U.S. citizen holding a TOP SECRET clearance with eligibility for access to SCI.

NS3160 HUMAN INTELLIGENCE (AS REQUIRED)

This course familiarizes students with the concepts, principles, and methodology of Human Intelligence collection. Additionally, students will comprehend the capabilities and limitations of various collectors and programs, learn the organizational architecture and understand the collection management process of Human Intelligence. This course is a requirement for all students in the Regional Intelligence Track of the Joint Intelligence Curriculum. Classification: Student must be a U.S. citizen holding a TOP SECRET clearance with eligibility for access to Sensitive Compartmented Information

PRINCIPLES OF OPEN SOURCE INTELLIGENCE (AS REQUIRED) NS3161

This course examines open source intelligence (OSINT) with a focus on the following areas: definition and nature of OSINT, OSINT policy and management, history and development of OSINT, current OSINT trends, OSINT-focused organizations, challenges, reform, and future prospects. Classification: SECRET NOFORN. Prerequisites: None.

INTRODUCTION TO HOMELAND DEFENSE (WINTER) NS3180

Offered through the Center for Homeland Defense and Security. This course provides an overview of the essential ideas that constitute the emerging discipline of homeland security. It has two central objectives: to expand the way participants think, analyze and communicate about homeland security; and to assess knowledge in critical homeland security knowledge domains. Prerequisites: None.

Curriculum Descriptions (Continued)

INTRODUCTION TO HOMELAND DEFENSE AND SECURITY (ANNUALLY) MS3181

This course surveys the distinctive features and challenges of homeland defense and security, with emphasis on the interagency process by which the contributions of the armed forces and defense agencies are integrated with those of civilian federal agencies and state and local governments.

STRATEGIC PLANNING AND THE MILITARY (ANNUALLY) NS3230

This course provides an introduction to and critical examination of the role the military plays in U.S. strategic planning and national security policy formulation. The focus will be on the institutions and actors involved in strategic planning, the planning process itself, and the outputs of that process. Theory and process meet through case study and analysis of the evolution of U.S. military planning practices, including the changing roles of the Joint Staff, combatant commands and service components, joint task forces, and service staffs following passage of the Goldwater-Nichols Act and post-Cold War international security developments. Prerequisites: None.

COMPARATIVE DEFENSE ORGANIZATION AND MANAGEMENT (ANNUALLY) NS3245

This course is intended to introduce students to contemporary best practices in defense organization and management. Topics include the identification of appropriate military roles and missions within a framework of constitutional and budgetary constraint; the periodic defense "review" process as a basic tool of defense management; and the application of contemporary "best practices" in the reform and removal of legacy bureaucratic structures that no longer serve national ends. Prerequisite: None.

COMPARATIVE DEFENSE PLANNING (ANNUALLY) NS3246

The course seeks to acquaint students with the historical development and contemporary requirements of effective defense planning. It is organized around comparative case studies of defense planning as practiced by small and medium-sized states at varying stages of economic and military development, and seeks to provide students with firm understanding of the essential methodologies of both defense budget management and operational level war planning. Prerequisite: None.

DRUG CONTROL STRATEGY AND POLICY (AS REQUIRED) NS3260

This course provides an overview of the challenges posed by the production, trafficking, and consumption of illegal drugs, both in the U.S. and abroad, and evaluates government drug control efforts. It addresses the presidential, congressional, and bureaucratic politics that shape the formulation of domestic and international drug control policies. The challenges of implementing drug control policies will be analyzed, in particular the need for interagency coordination and international cooperation to address this complex threat. Both supply-side and demand-side policies will be discussed in detail and their effectiveness assessed. Prerequisites: None.

NUCLEAR STRATEGY AND NATIONAL SECURITY (AS REQUIRED) NS3280

This course surveys the history of U.S. nuclear weapons policies and explores deterrence and arms control theories. The course also evaluates the challenges posed by the proliferation of weapons of mass destruction and advanced delivery systems. Prerequisites: none.

NUCLEAR, BIOLOGICAL, AND CHEMICAL WEAPONS: PROLIFERATION AND NONPROLIFERATION (AS REQUIRED) NS3285

This course examines the proliferation of nuclear, biological, and chemical (NBC) weapons. It is an introductory survey course that covers the history and causes of NBC proliferation, the impact of proliferation on U.S. and international security, and the range and effectiveness of past efforts to restrain and/or mitigate proliferation. The class focuses on the changing nature of NBC proliferation problems, evaluating contemporary challenges and assessing potential future policy responses. It assumes no specialized prior knowledge of the subject matter. For this reason, it reviews the basic technologies of NBC weapons and current perspectives on proliferation problems and debates on means to overcome them. Prerequisite: None.

Curriculum Descriptions (Continued)

ISLAM (ANNUALLY) NS3300

Islam is one of the great monotheistic faiths of the modern world. This survey course examines the history and tenets of Islam and the breadth of Muslim cultures and civilizations. Prerequisites: None.

AFRICAN HISTORY AND CULTURES (ANNUALLY) NS3301

This course provides a broad overview of African history, with an emphasis on understanding the historical foundations of important contemporary issues. In addition, it examines the process of cultural change in Africa over the course of the twentieth century, through an in-depth study of the fiction of Chinua Achebe. Prerequisites: None.

MIDDLE EASTERN HISTORY TO 1918 (ANNUALLY) NS3310

This course surveys the history of the Middle East from the founding of the Ottoman Empire through the end of the First World War. Also included in this period is the history of the Safavid and Qajar dynasties that ruled Iran and maintained rivalry with the Ottomans. Given the nature of Egypt's special status within the Ottoman Empire as of the 19th century, Egypt will be studied independently within this course. Prerequisites: None.

GOVERNMENT AND POLITICS IN SUB-SAHARAN AFRICA (ANNUALLY) NS3311

This course is designed for graduate students with little or no background in the study of African government and politics. It introduces students to the main structures and processes of contemporary African politics, and to important theoretical debates in the field of African studies. The emphasis is less on formal institutions of government and more on the informal practices that comprise the primary arena of African government and politics. Prerequisites: None.

MODERN ARAB HISTORY (ANNUALLY) NS3315

This course studies the history of the Middle East from the end of the First World War to the present. It will examine Western engagement with the Middle East and the eventual creation of the current nation-states. The political and social evolution of the region and its relations with the West will be broadly surveyed. Prerequisites: None.

U.S. FOREIGN POLICY IN THE MIDDLE EAST (ANNUALLY) NS3320

The course reviews the historical background and current status of American interests and policies in the Middle East. The course focuses on how different U.S. administrations in the post-World War II era defined American interests in the Middle East, and on the major policies enacted to pursue those interests. Prerequisites: None.

COMPARATIVE POLITICS OF THE MIDDLE EAST (ANNUALLY) NS3330

Focuses on the Middle East region's role in world events in the post-World War I era, including the impact of great power rivalries in the region, transnational movements, and environ-strategic considerations. Prerequisites: None.

MIDDLE EAST IN THE INTERNATIONAL ECONOMY (AS REQUIRED) NS3340

This course explores timely international and regional economic development issues. We will examine both international and regional economic interactions and possibilities, including regional trade agreements, negative and positive international agreements (sanctions, foreign aid, the WTO, etc.) and shared international resources such as water. We will tackle the problem of late development, the effects of oil, labor migration, and tax regimes on the economies and business-government relations, privatization moves, and current prospects for employment and poverty-alleviation. Prerequisites: None.

ANTHROPOLOGY OF AFRICA (AS REQUIRED) NS3351

Examines various facets of African anthropology. Prerequisites: None.

POLITICS AND SECURITY IN NORTH AFRICA (AS REQUIRED) NS3360

A survey course on the politics and security of North Africa in the post-World War I era. The geographic focus is on the countries of Egypt, Libya, Tunisia, Algeria, and Morocco. Prerequisites: None.

Curriculum Descriptions (Continued)

POLITICS AND SECURITY IN THE LEVANT (AS REQUIRED) NS3361

A survey course on the politics and security of the Levant in the post-World War I era. The geographic focus is on the countries of Syria, Jordan, Lebanon, Israel, and Palestine. Prerequisites: None.

POLITICS AND SECURITY IN THE NORTHERN TIER (AS REQUIRED) NS3362

A survey course on the politics and security of the Northern Tier in the post-World War I era. The geographic focus is on the countries of Turkey, Iran, and Afghanistan. Prerequisites: None.

POLITICS AND SECURITY IN THE PERSIAN GULF (AS REQUIRED) NS3365

A survey course on the politics and security of the Persian Gulf in the post-World War I era. The geographic focus is on the countries of Iraq, Saudi Arabia, Kuwait, Bahrain, Qatar, Oman, and the UAE. Prerequisites: None.

MODERN TURKISH HISTORY (AS REQUIRED) NS3366

This course surveys the history of the Turkish people and state from Ottoman times to the present. Important topics include the continuing influence of pre-Islamic Turkish culture; Turkish responses to colonialism, nationalism, and modernity; secularism and Westernization; the place of ethnic minorities in modern Turkey; and the tension between Kemalism and Islamism in contemporary Turkish culture and politics.

HISTORY OF RUSSIA AND EURASIA (ANNUALLY) NS3400

An examination of the history of Russia, Eastern Europe, and Central Asian nations. The emphasis is on historical influences, political institutions, ethnic and social problems, and the economy. Prerequisites: None.

CONTEMPORARY POLITICS OF RUSSIA (ANNUALLY) NS3401

This course introduces students to the contemporary politics of Russia focusing on the post-Soviet. Prerequisites: None.

GOVERNMENT AND SECURITY IN THE CENTRAL ASIAN REPUBLICS (AS REQUIRED) NS3412

With China and Russia taking an ever-increasing greater interest in central Asia, U.S. policy makers face the challenge of maintaining an influential presence in the region. Over a decade since the breakup of the Soviet Union, the five Central Asian Republics have emerged as a critical security issue as WMD, terrorists and hard-line regimes have come to dominate the landscape. In a land where Islam is more cultural than religious, communism more trusted than capitalism, and ethnic divisions a Soviet invention, how can stable democracies emerge? This course will represent a comprehensive assessment of the newly formed states of central Asia that were formerly parts of the Soviet Union. Through examination of the complex historical, ethnic, religious, and linguistic factors that unite and divide the Central Asian Region, we will better understand the challenges of political modernization, economic reform, and integration into the international community. The course topics will include: the history of the region; the relationship between Islam and Central Asia; environmental issues; economic development and emerging energy markets in the region; the contemporary political scene; and the role of the region in world affairs. Special emphasis will be placed on the contemporary crises in the region. Prerequisites: None.

MILITARY STRATEGY IN RUSSIA, EASTERN EUROPE AND CENTRAL ASIA (AS REQUIRED) NS3450

The course examines the international factors that condition military strategy and doctrine in Russia, Eastern Europe, and Central Asia. It focuses on contemporary strategic concepts and strategy: conventional war fighting capabilities, strategy for nuclear war, roles played by the fleets in military strategy, threat and net assessment, and arms control. Emphasis is on the strategic and operational levels of warfare. Prerequisites: None.

Curriculum Descriptions (Continued)

GOVERNMENT AND SECURITY IN EASTERN EUROPE (AS REQUIRED) NS3460

This course examines the countries of east central Europe that fell in the Soviet sphere of influence after World War II. It is concerned in particular with the complex relationship of Marxism and nationalism, the nature of communist revolution from abroad, revolutions against communist states including Hungary in 1956 and Poland in 1980, and the present situation of the Central European states in the transition from communism to democracy. Prerequisites: None.

MODERN CENTRAL ASIAN HISTORY (AS REQUIRED) NS3466

This course studies the history of Central Asia from the late Russian empire to post-Soviet independence. Topics to be covered include Turkic and Persian cultural influences and Russian political influences in the region. The political and social changes experienced during the Soviet era and the major issues of independence that will be discussed, including relations among ethnic groups, the role of Islam in everyday life and politics, and the politics and economics of energy. Prerequisites: None.

HISTORY AND CULTURES OF LATIN AMERICA (ANNUALLY) NS3501

This introductory course examines the heritage of Latin America from pre-Columbian Indian traditions and Iberian colonial patterns, through the independence movements of the early 19th century, and the global economic relationships that re-oriented the region toward Northwestern Europe and the United States. Prerequisites: None.

GOVERNMENT AND POLITICS IN LATIN AMERICA (ANNUALLY) NS3510

This introductory course is designed to familiarize students with the politics of contemporary Latin America. The course will cover such topics as the various types of political systems found in Latin America, the political economy of development and the issue of regime transition. Prerequisites: None.

LATIN AMERICAN INTERNATIONAL RELATIONS (ANNUALLY) NS3520

This course surveys the international relations of Latin American nations. It analyzes the relations of Latin America with the United States and other nations, both within and outside of the region. Attention is given to political, economic, and cultural issues. Prerequisites: None.

POLITICAL AND SOCIAL CHANGE IN THE ANDES (ANNUALLY) NS3560

This course focuses exclusively on the Andean sub-region, which is currently experiencing the highest levels of social change, political volatility, and institutional distress in all of Latin America. The course is structured around the in-depth examination of similar challenges in five different countries: Bolivia, Colombia, Ecuador, Peru and Venezuela. These challenges include the mobilization of indigenous populations, the breakdown of traditional party systems, tensions in civil-military relations, and illicit flows of drugs across national borders. Prerequisites: None.

SOCIETY, POLITICS, & SECURITY IN CONTEMPORARY BRAZIL (ANNUALLY) NS3578

Brazil is the largest country in South America, a major regional power that is rapidly emerging as an important global actor. This course will provide students with the historical and social background required to better understand contemporary Brazil. It will survey its recent history and current condition as a consolidating democracy, and focus on security issues both as perceived by the Brazilian elite, and as projected upon Brazil by the United States and Brazil's neighbors in South America. Prerequisites: None.

HISTORY OF MODERN EAST ASIA (ANNUALLY) NS3600

This course surveys the interaction between the traditional civilizations of east Asia and the Western great powers since the early 19th century. It emphasizes the evolution of the modern international system in the region, beginning with the imposition of the treaty port system on China, Japan, and Korea, and follows the separate responses of those countries to Western influences through the era of the world wars and down to the present. Prerequisites: None.

Curriculum Descriptions (Continued)

HISTORY AND CULTURES OF SOUTHEAST ASIA (AS REQUIRED) NS3601

This course addresses the historical development of the peoples of mainland and island Southeast Asia from their origins to the end of the nineteenth century. It focuses on the political, military, social and economic development of these societies and on their belief systems, including Hinduism, Buddhism, and Islam. Prerequisites: None.

U.S.-ASIAN RELATIONS: 18TH CENTURY TO WWII (AS REQUIRED) NS3602

Examines U.S. Asian relations during the 18th Century through WWII. Prerequisites: None.

HISTORY AND TRADITIONAL CULTURES OF EAST ASIA (AS REQUIRED) NS3605

This course offers a general introduction to the history and cultures of China, Japan, and Korea down to the early 19th century. It presumes no previous acquaintance with this subject. It highlights those themes that are useful for understanding these countries' modern development, and it focuses in particular on the foundations for modern state-making in these traditional societies. It also provides a glimpse of the historiographic controversies that carry implications for interpretations of these countries' behavior today. Prerequisites: None.

SOUTH ASIAN HISTORY AND CONTEMPORARY CONFLICT (AS REQUIRED) NS3607

Overview of South Asian history and conflicts. Prerequisites: None.

SURVEY OF ASIAN POLITICS (ANNUALLY) NS3620

This course surveys the major themes of Asian politics. The goals of the course are to introduce students to major debates and various modes of political interaction and patterns of political development in Asia. Half of the course is devoted to Northeast Asia and the other half to Southeast Asia. Prerequisites: None

INTERNATIONAL RELATIONS OF SOUTHEAST ASIA (ANNUALLY) NS3621

This course focuses on the contemporary international relations of South East Asia, to include Thailand, Malaysia, Singapore, Indonesia, and Oceania. Prerequisites: None.

POLITICAL ECONOMY OF ASIA (ANNUALLY) NS3645

This course explores the reasons for the different timing and paths of economic development in Japan, China, Taiwan, and South Korea. It examines the reasons for the lateness of development of East Asia relative to the West, and especially the lateness of development of China compared to Japan. Emphasis will be on the evolution of institutions in the course of state building, and the international geopolitical context of Asian development. Prerequisites: None.

GOVERNMENT AND SECURITY IN CHINA (AS REQUIRED) NS3661

An examination of the rise of the Chinese Communist Party and the establishment of the Communist state; its domestic achievements and problems; the special problem of Taiwan; changing foreign policies and the current role of the People's Republic of China in world affairs. Includes an examination of U.S. relations with China. Prerequisites: None.

GOVERNMENT AND SECURITY IN JAPAN (AS REQUIRED) NS3662

An examination of Japan in the contemporary world, focusing on Japan's political dynamics, economic evolution, social transformation, the National Self Defense Forces and alternatives for ensuring national security. Includes examination of U.S. relations with Japan. Prerequisites: None.

GOVERNMENT AND SECURITY IN KOREA (AS REQUIRED) NS3663

An examination of the division of the Korean nation into two states; the aftermath of the Korean war; domestic political, economic and social problems of North Korea and South Korea; the prospects for reunification; the military balance and the changing strategic environment; and the relations of Pyongyang and Seoul with their key allies. Includes an examination of U.S. relations with Korea. Prerequisites: None.

Curriculum Descriptions (Continued)

GOVERNMENT & SECURITY IN SOUTHEAST ASIA (ANNUALLY) NS3664

This course examines the development of Southeast Asian politics from decolonization to the present day. Prerequisites: None.

US-JAPAN SECURITY RELATIONS (ANNUALLY) NS3665

This course is designed to explore the history and contemporary politics of the US and Japan security relationship. Prerequisites: None.

CHINESE FOREIGN POLICY (AS REQUIRED) NS3667

This course provides a systematic examination of contemporary Chinese foreign policy. It reviews the evolution of Beijing's international goals and policies since 1949, but focuses of Beijing's contemporary foreign policy goals, its policy-making process, and the foreign relations instruments at its disposal including military force. Prerequisites: NS3661 or consent of instructor.

POLITICS AND SECURITY IN SOUTH ASIA (ANNUALLY) NS3668

This course traces the history and evolution of South Asian politics leading up to the partition of the Subcontinent. It familiarizes students with the key debates and future trajectories in contemporary South Asia. This course creates a sound base for advance seminars on NS4668, which should be a logical follow-up and other regional security seminars. Prerequisites: None.

HISTORY OF MODERN EUROPE (ANNUALLY) NS3700

Review and analysis of the political and military history of Europe, including Russia, from the Congress of Vienna to the present. Prerequisites: None.

GOVERNMENT AND SECURITY IN WESTERN EUROPE (ANNUALLY) NS3710

Survey and analysis of government and security issues in contemporary Western Europe. The course emphasizes the post-1945 history, government, political system, and security policies of Britain, France, Italy, and Germany. Major topics include relations with the United States and policies concerning the future of NATO and the European Union.

EUROPEAN SECURITY INSTITUTIONS (ANNUALLY) NS3720

Survey and analysis of the main international institutions dealing with European security: the North Atlantic Treaty Organization (NATO), the Organization for Security and Cooperation in Europe (OSCE), the European Union (EU), and the United Nations (UN). The survey includes selected challenges facing each organization, particularly NATO, and their relation to specific European countries and to U.S. foreign and defense policy.

THE BALKANS: HISTORY & POLITICS (ANNUALLY) NS3730

A survey of the historical background of and contemporary developments in the Balkans region, with a special focus on the collapse of the former Yugoslavia, the various conflicts that followed, including that in Kosovo, the role of other regional actors in these events, and the prospects for future stability and progress in the region. Prerequisites: None.

INTRODUCTION TO TERRORISM (ANNUALLY) NS3801

This course provides an in-depth examination of the origins, nature, and political/military roles of contemporary international terrorism. It briefly examines the early history of terrorism, the contending theories that purport to explain the sources of terrorist behavior, the different types of terrorism and terrorist actions, and the challenge international terrorism poses for American interests and foreign policy. Functional topics, such as the special problems posed by state-sponsored terrorism, the relationship between terrorism and the media, and the range of possible military responses to terrorism are also examined. The course will conclude by comparing and contrasting different national responses to the problem of international terrorism, and examining the difficulties faced by the United States in its efforts to find an effective policy response. Prerequisites: NS3023 or consent of instructor.

Curriculum Descriptions (Continued)

COUNTERTERRORISM POLICY IN COMPARATIVE PERSPECTIVE (ANNUALLY) NS3802

This course studies counterterrorist policy in a variety of countries, including the United States. It considers the means by which policies are formulated, and their effectiveness evaluated, as well as the implementation of counterterrorist policies as they affect human rights, civil liberties, and the population at large. We also look at issues such as oversight of institutions charged with internal security, executive power, and the impact of international law on domestic politics. Prerequisites: None.

INTERNATIONAL LAW AND ORGANIZATIONS (ANNUALLY) NS3900

An introduction to the principles of international law including origins, sources, sovereignty, states, territory, jurisdiction, persons, treaties, settlement of disputes and the Law of the Sea. The course also traces the evolution of international organizations from the Concert of Europe, through the League of Nations, United Nations, European Economic Community, NATO, and various forms of multi-national and transnational organizations. Prerequisites: None.

SEMINAR ON EUROPE AND THE UNITED STATES (AS REQUIRED) NS4021

A historical-political advanced seminar on the evolution of U.S. policy towards Europe from the end of the 19th century until the present; the character of anti-European ideas in U.S. political and strategic culture; the role of leading personalities in the formulation of U.S. policy towards Europe in the critical periods of the twentieth century; the character of anti-U.S. sentiment in continental Europe; U.S. alliance cohesion and cultural diplomacy in continental Europe. The seminar analyzes readings in common and requires a larger independent research project. Prerequisites: None.

SOLDIERS AND POLITICS IN THE EURO-ATLANTIC REGION (AS REQUIRED) NS4022

A comparison in an advanced seminar format via historical case studies of the evolution of the soldier and the state in the Anglo-Saxon countries and their continental European counterparts. The evolution of civil-military relations from dynastic, absolutist Europe to the era of total war in the twentieth century, with special attention to the German, British and U.S. cases of the evolution of state, national and military institutions, alliance cohesion, and wars of ideology. Further attention is also paid to the proliferation of warfare, ideology, and mass politics and the professional soldier in modern history. An analysis of common readings as well as an independent research paper round out the seminar. Prerequisites: None.

STATE, NATION, AND NATIONALISM IN EUROPE, 1500-1945 (AS REQUIRED) NS4023

An advanced seminar on the evolution of the state, nation, and nation-state in western, central and eastern Europe from the seventeenth century until the middle of the twentieth. Special emphasis falls on the rise of national ideas in the eighteenth century, case studies of nation building and the propagation of nationalism in the nineteenth and twentieth centuries, as well as the transformation of nationalism into a force of total war and genocide in the twentieth century. An analysis of the common readings as well as an independent research project is required. Prerequisites: None.

POLITICAL ECONOMY OF CHINA (AS REQUIRED) NS4024

This course explores how state, society and politics impinge on the Chinese economy in its transition from planned to market economy; and examines what political and economic adjustments China has to make as the country becomes increasingly integrated with the world economy. Prerequisites: None.

SPECIAL TOPICS: EAST ASIA (AS REQUIRED) NS4025

We use a paired comparative method in order to assess some of the leading theories on market transformation, and examine the geopolitical context, the strategies, process of institutional adjustment, and the coalition of interests formed to support or resist change as Japan, North and South Korea, China and Russia undertake market reform. Prerequisites: None.

Curriculum Descriptions (Continued)

CAPSTONE SEMINAR: RECONSTRUCTION OF CIVIL SOCIETY (AS REQUIRED) NS4026

This course pulls together empirical, experiential and theoretical student learning in the post-conflict security building track. It explores multiple approaches to reconstruction and the conditions under which they tend to work in post-conflict transitions. Fundamental questions are addressed. From the perspective of international financial institutions, how can societies experiencing humanitarian emergencies make transition from relief to development? From the perspective of external actors, civilian and military, what patterns of interventions emerge in peace implementation? Considering perspectives of the host nation and external implementers of peace agreements, what are the costs and benefits of outside intervention? How can program responsibility shift effectively from military officials to civilians? What institutions and processes are vital to reconstruction of civil society, and how might military demobilization, reconstitution programs and police reform programs fit with those institutions and processes? How can indigenous stakeholders "own" the reconstruction in the face of outside intervention? Students participating in this course will share their insights from case analyses and build a data set for future students and researchers. Prerequisites: None.

VIETNAM (ANNUALLY) NS4028

Seminar on the history and culture of Vietnam. A series of contemporary issues are also covered.

Prerequisites: None.

SPECIAL TOPICS: INTERNATIONAL RELATIONS (AS REQUIRED) NS4032

This course will focus on current topics in the broader international system. The list of issues to be analyzed for the seminar is announced at least one quarter prior to the offering of the seminar. Advanced study and research is conducted on topics not covered in other seminars. A major, graded research paper is required. Prerequisites: Consent of instructor.

SPECIAL TOPICS: JOINT INTELLIGENCE (AS REQUIRED) NS4035

This seminar will focus on contemporary topics involving joint intelligence and related areas. The list of issues to be analyzed for the seminar is announced one quarter prior to the offering of the seminar. Advanced study and research is conducted on topics not covered in other seminars. Prerequisites: Consent of instructor.

Classification: U.S. citizen holding a TOP SECRET clearance with eligibility for access to SCI.

COMPARATIVE STRATEGIC CULTURES (AS REQUIRED) NS4036

Overview of strategic cultures around the world and the manner in which they affect defense/military strategies.

NATO (AS REQUIRED) NS4037

This advanced seminar is a colloquium on the past and present policy and strategy of NATO via an examination of its leading crises from 1949 until 2003 in an effort to understand the nature of alliances in the Euro-Atlantic world, their strategies and issues of cohesion amid crisis. The class examines such themes as: a.) the evolution of ideas in the formulation of alliance statecraft and strategy; b.) the dimension of burden sharing in alliance statecraft and bi-lateral relations; c.) the problems of defense and military transformation in the past, especially connected with alliance politics and political biography; d.) the past instances of severe discord in national strategy and alliance statecraft with enduring importance for the essence of NATO; the modalities of NATO enlargement in the era 1989-1999 and beyond; the post-1990 shift from forward defense in central Europe to the rise of peace enforcement operations in S.E. Europe. Finally, attention is also given to the issues of the present connected with the role of NATO in ongoing security operations on a wide front. This class is taught in a colloquium format; further, it requires an additional book report and the preparation of large synthetic essay on the sum of the readings. Prerequisites: None.

CONFLICT IN AFRICA (AS REQUIRED) NS4040

This course examines multiple aspects of ethnic conflict in Africa. In the first half, we consider theoretical approaches to ethnicity, ethnic conflict, cross border contagion, and regional conflict. The second half of the course is dedicated to case studies, to be prepared and presented by the students. Prerequisites: None

Curriculum Descriptions (Continued)

SPECIAL TOPICS: COMPARATIVE POLITICS (AS REQUIRED) NS4051

This course introduces students to specialized subjects or problems within its particular field of study. The topic of each segment will be specified via a subtitle in departmental course scheduling documents. Detailed information should be sought from the professor offering the course. Special Topics courses with the same number may be repeated with different subtitles. Prerequisites: Prior completion of NS3023, or permission of the instructor.

SPECIAL TOPICS: INTERNATIONAL AND MILITARY HISTORY (AS REQUIRED) NS4052

This course introduces students to specialized subjects or problems within its particular field of study. The topic of each segment will be specified via a subtitle in departmental course scheduling documents. Detailed information should be sought from the professor offering the course. Special Topics courses with the same number may be repeated with different subtitles. Prerequisites: Prior completion of NS3000, or permission of the instructor.

SPECIAL TOPICS: POLITICAL ECONOMY (AS REQUIRED) NS4053

This course introduces students to specialized subjects or problems within its particular field of study. The topic of each segment will be specified via a subtitle in departmental course scheduling documents. Detailed information should be sought from the professor offering the course. Special Topics courses with the same number may be repeated with different subtitles. Prerequisites: Prior completion of NS3040 or NS3041, or permission of the instructor.

SPECIAL TOPICS: STRATEGIC STUDIES (AS REQUIRED) NS4054

This course introduces students to specialized subjects or problems within its particular field of study. The topic of each segment will be specified via a subtitle in departmental course scheduling documents. Detailed information should be sought from the professor offering the course. Special Topics courses with the same number may be repeated with different subtitles. Prerequisites: Prior completion of NS3000 or NS3023, or permission of the instructor.

SPECIAL TOPICS: AFRICA (AS REQUIRED) NS4055

This course introduces students to specialized subjects or problems within its particular field of study. The topic of each segment will be specified via a subtitle in departmental course scheduling documents. Detailed information should be sought from the professor offering the course. Special Topics courses with the same number may be repeated with different subtitles. Prerequisites: Prior completion of at least one 3000-level course on Africa, or permission of the instructor.

SPECIAL TOPICS: SOUTH ASIA (AS REQUIRED) NS4056

This course introduces students to specialized subjects or problems within its particular field of study. The topic of each segment will be specified via a subtitle in departmental course scheduling documents. Detailed information should be sought from the professor offering the course. Special Topics courses with the same number may be repeated with different subtitles. Prerequisites: Prior completion of at least one 3000-level course on South Asia, or permission of the instructor.

SPECIAL TOPICS: SOUTHEAST ASIA (AS REQUIRED) NS4057

This course introduces students to specialized subjects or problems within its particular field of study. The topic of each segment will be specified via a subtitle in departmental course scheduling documents. Detailed information should be sought from the professor offering the course. Special Topics courses with the same number may be repeated with different subtitles. Prerequisites: Prior completion of at least one 3000-level course on Southeast Asia, or permission of the instructor.

Curriculum Descriptions (Continued)

SPECIAL TOPICS: EURASIA (AS REQUIRED) NS4058

This course introduces students to specialized subjects or problems within its particular field of study. The topic of each segment will be specified via a subtitle in departmental course scheduling documents. Detailed information should be sought from the professor offering the course. Special Topics courses with the same number may be repeated with different subtitles. Prerequisites: Prior completion of at least one 3000-level course on Eurasia, or permission of the instructor.

SPECIAL TOPICS: LATIN AMERICA (AS REQUIRED) NS4059

This course introduces students to specialized subjects or problems within its particular field of study. The topic of each segment will be specified via a subtitle in departmental course scheduling documents. Detailed information should be sought from the professor offering the course. Special Topics courses with the same number may be repeated with different subtitles. Prerequisites: Prior completion of at least one 3000-level course on Latin America, or permission of the instructor.

SPECIAL TOPICS: STABILIZATION AND RECONSTRUCTION (AS REQUIRED) NS4060

This course introduces students to specialized subjects or problems within its particular field of study. The topic of each segment will be specified via a subtitle in departmental course scheduling documents. Detailed information should be sought from the professor offering the course. Special Topics courses with the same number may be repeated with different subtitles. Prerequisites: NS3026 or permission of the instructor.

SPECIAL TOPICS: HOMELAND SECURITY AND DEFENSE (AS REQUIRED) NS4061

This course introduces students to specialized subjects or problems within its particular field of study. The topic of each segment will be specified via a subtitle in departmental course scheduling documents. Detailed information should be sought from the professor offering the course. Special Topics courses with the same number may be repeated with different subtitles. Prerequisites: NS3181 or permission of the instructor.

SPECIAL TOPICS: TERRORISM (AS REQUIRED) NS4062

This course introduces students to specialized subjects or problems within its particular field of study. The topic of each segment will be specified via a subtitle in departmental course scheduling documents. Detailed information should be sought from the professor offering the course. Special Topics courses with the same number may be repeated with different subtitles. Prerequisites: NS3801 or NS3802, or permission of the instructor.

ADVANCED DIRECTED STUDIES IN NATIONAL SECURITY AFFAIRS (AS REQUIRED) NS4079

Format and content vary. Normally involves extensive individual research under direction of the instructor and submission of a substantial paper of graduate seminar quality and scope. Prerequisites: Consent of instructor.

THESIS PROPOSAL (QUARTERLY) NS4080

This course is intended to assist students in the preparation of their Master's thesis proposals. A completed proposal, endorsed by the thesis advisors, the Academic Associate, and the department chair, is required to pass this course. Grading: Pass/Fail. Prerequisites: None.

RESEARCH COLLOQUIUM (QUARTERLY) NS4081

Offered through the Center for Homeland Defense and Security. This course provides an overview of the steps of the research process and methods used in social-scientific inquiry. Students review various research methods, including policy options analysis, modeling, qualitative data analysis, and case study. The primary deliverable of the course is the thesis proposal. Prerequisites: NS2013.

Curriculum Descriptions (Continued)

THE PSYCHOLOGY OF FEAR MANAGEMENT AND TERRORISM (WINTER) NS4133

Offered through the Center for Homeland Defense and Security. This course serves as an introduction for homeland security professionals to terrorism as a psychological phenomenon. Government agencies involved in homeland security need to understand the psychological consequences of mass-casualty terrorist attacks and other disasters. This course provides a broad overview of psychological effects of terrorism. Prerequisite: NS3180.

ECONOMIC INTELLIGENCE NS4141

Economic intelligence. Requires instructor permission for add request. Prerequisites: None.

INTELLIGENCE FOR HOMELAND SECURITY: ORGANIZATIONAL AND POLICY CHALLENGES (SPRING) NS4156

Offered through the Center for Homeland Defense and Security. This course examines key questions and issues facing the U.S. intelligence community and its role in homeland security and homeland defense. Students will have the opportunity to fully address policy, organizational and substantive issues regarding homeland intelligence support. Prerequisites: None.

INTELLIGENCE FOR HOMELAND DEFENSE AND SECURITY (ANNUALLY) NS4157

This course will provide students with a fundamental knowledge of U.S. operational intelligence capabilities to detect and deter terrorist and other unconventional threats to the United States. Topics will include the structure and function of U.S. intelligence organizations, systems, architecture, and capabilities. Issues in intelligence oversight, joint and inter-agency intelligence sharing, intelligence community administration, and intelligence support to national decision-making will be discussed. Classification: SECRET. Prerequisites: NS3181 or consent of the instructor.

SEMINAR ON JOINT INTELLIGENCE SUPPORT TO CRISIS OPERATIONS (AS REQUIRED) NS4159

Advanced seminar on intelligence support to military commanders and national-level policy makers. Using case studies, the course examines concepts of individual and organizational factors affecting the analytic process. Students will identify near-to mid-term regional events with force employment implications, develop associated intelligence support requirements, and create collection plans in support of indications and warnings, crisis shaping and identified operational mission areas. Prerequisites: NS3159, or consent of instructor. Open to intelligence specialists. Classification: U.S. citizen holding a TOP SECRET clearance with eligibility for access to SCI.

FOREIGN INTELLIGENCE SERVICES (AS REQUIRED) NS4160

This course examines selected foreign intelligence services. It emphasizes their organization, missions, and functions. This course is intended for students in the Joint Intelligence Curriculum and others upon consent of instructor. Prerequisites: NS3160 or consent of instructor. Classification: U.S. citizen holding a TOP SECRET clearance with eligibility for access to SCI.

CIVIL-MILITARY RELATIONS AND TRANSITIONS TO DEMOCRACY (AS REQUIRED) NS4225

A seminar which reviews selected cases of transitions from authoritarian rule in the post-1945 period. The course compares the various roles played by the military and other actors in these transitions, examines the participation of the military in the consolidation of democracy and the problem of democratic consolidation. Students will also examine different theories and concepts of democratic transition and consolidation. Prerequisites: NS3025 or consent of instructor.

Curriculum Descriptions (Continued)

SEMINAR ON TERRORISM FINANCING AND STATE RESPONSE (AS REQUIRED)

NS4231

This course examines exactly how far we have come in understanding how terrorists raise, store, and transfer funds. It also evaluates challenges facing the U.S. government and international community in responding to this problem. In each module, we use a mix of official reports, academic papers, and other works to explore the subject and identify problems with the received wisdom about terrorist financing. Prerequisites: None.

KNOWLEDGE INTO PRACTICE: A HOMELAND SECURITY CAPSTONE COURSE (AS REQUIRED) NS4232

Offered through the Center for Homeland Defense and Security. This course is intended to provide participants the opportunity to expand their ability to enact the knowledge and technical learning acquired in the courses leading up to the capstone. This course will provide students with the motivation and skills to perform their professional roles in new ways, ways that will initiate and sustain change even at the level of the broader institutional context of governance in which they must function. Prerequisites: NS4156, CS3660, DA3210.

SEMINAR IN PEACE OPERATIONS (AS REQUIRED) NS4235

This seminar examines the issues and the outcomes related to employing military forces to conduct peace operations and post-conflict stability operations. Theories of conflict and conflict resolution, the evolution of modern peacekeeping, peace enforcement, and stability operations, and the ongoing debates on the use of force and diplomacy in contemporary international relations will be critically analyzed. Prerequisites: None.

SPECIAL TOPICS IN AMERICAN GOVERNMENT FOR HOMELAND SECURITY (QUARTERLY) NS4239

Offered through the Center for Homeland Defense and Security. The purpose of this course is to provide participants with an insight into the structural, conceptual and intellectual underpinnings and implications of the homeland security project. Looking at a wide range of topics and problems, the course seeks to stimulate a comprehensive discussion of how homeland security professionals and the general public think about homeland security; whether/why there may be significant differences in professional and public perceptions of homeland security; and how those differences constrain/leverage various elements of the homeland security effort. By incorporating a selection of key texts in Western political and social thought alongside current topical writings, the course seeks to equip participants with a deeper understanding of the prevailing discourse and its impact on the homeland security project. Prerequisites: NS4156, NS3180, and DA3210.

SEMINAR ON REGIONAL SECURITY PLANNING PROBLEMS (AS REQUIRED) NS4240

This seminar, which is the national security policy capstone course in the Resource Planning for Management and International Defense (RePMID) curriculum, provides advanced study of regional and inter-regional security problems which are likely to confront emerging democracies in the immediate and mid-range future. Potential roles of individual countries and coalitions are explored to develop new and innovative strategies for dealing with both common and unique security problems in diverse regions. Through the course readings, students critically analyze the implications of the most likely future security environment challenges and opportunities for each region. Prerequisites: Completion of previous RePMID courses, or consent of instructor.

SEMINAR ON NET ASSESSMENT (AS REQUIRED) NS4251

The seminar examines the methodology of comparative threat analysis (net assessment), including: security policies, forces, the RMA, and capabilities of the world's military superpowers. The course introduces the student to original source material. Prerequisites: NS3024. Classification: U.S. citizen holding a TOP SECRET clearance with eligibility access to SCI.

Curriculum Descriptions (Continued)

SEMINAR ON TECHNOLOGY AND STRATEGIC PLANNING (AS REQUIRED) NS4253

This course is intended to develop an understanding of the interrelationship of technology and strategic planning. Issues include technological risk, affordability, institutional impediments to innovation, and a strategy for long range technology investments. Prerequisites: consent of instructor.

COUNTER-PROLIFERATION (AS REQUIRED) NS4285

This course will prepare students to counter nuclear, biological, and chemical (NBC) weapons threats in future operational or staff assignments by improving their understanding of the causes and consequences of NBC weapons proliferation and use and the strategies and capabilities available to counter these threats. Prerequisites: None. Classification: U.S. citizen holding a TOP SECRET clearance with eligibility access to SCI.

SPECIAL TOPICS: MIDDLE EAST (AS REQUIRED) NS4300

A research seminar on politics in contemporary Middle East. Students conduct and present original research on selected issues concerning Middle Eastern politics. Since the topic of the seminar will vary, the registrar will be provided with the full title each quarter the course is taught. Sample subject areas include the Arab-Israeli conflict, the politics of oil, and the revolution in the Middle East. This course may be repeated as long as the subject material and title of the class is different. Prerequisites: Two 3000 level Middle East courses or consent of instructor.

AFRICAN POLITICAL ECONOMY (ANNUALLY) NS4301

This course examines economic development issues in Sub-Saharan Africa from a very broad perspective. We will consider how political and social as well as economic structures impact economic growth and development, assess policy and performance in the postcolonial period, and discuss the challenges for the twenty-first century. Prerequisites: None.

MILITARY, POLITY AND SOCIETY IN THE MIDDLE EAST (AS REQUIRED) NS4305

Seminar in Middle East military affairs, politics and society. Prerequisites: None.

SEMINAR ON MIDDLE EASTERN SECURITY ISSUES (AS REQUIRED) NS4310

A research seminar on security issues in the contemporary Middle East. Students conduct and present original research on selected issues concerning Middle Eastern security. Since the topic of the seminar will vary, the registrar will be provided with the full title each quarter the course is taught. Sample subject areas include the domestic security implications of Middle East peace, environmental security in the Middle East, and terrorism in the Middle East. This course may be repeated as long as the subject material and title of the class is different. Prerequisites: Two 3000 level Middle East courses or consent of instructor.

CONTEMPORARY ISSUES IN AFRICAN POLITICS (AS REQUIRED) NS4311

This course will survey the major issues confronting African states today: the HIV/Aids epidemic, endemic civil wars, dimensions of ethnicity and ethnic conflict, issues of democratization and authoritarian rule, the nature of states and the phenomenon of state collapse, and patterns of trade and economic development. The focus will cover the entire sub-Saharan region, while utilizing country case studies to elaborate each of the main issue areas. Designed as an upper-level seminar, the course will focus on discussion and debate of weekly reading assignments. Prior coursework in African Politics is desired, but not required.

GOVERNMENT AND SECURITY IN WEST AFRICA (AS REQUIRED) NS4313

This course introduces students to government and politics in West Africa, with an emphasis on political, economic, and social change since the end of the Cold War. Why are some countries in the sub-region making peaceful progress toward democratic consolidation while others are dissolving into violent conflict? How does the coexistence of zones of conflict and peace affect regional security? Prerequisites: None.

Curriculum Descriptions (Continued)

SECURITY AND POLITICS IN IRAN (AS REQUIRED) NS4315

Iran has been one of the most important countries in the Middle East region. It is located strategically, connecting the Caucasus and Central Asia to the Persian Gulf on the one side, and South Asia to the Arab Middle East on the other. Iran is home to one of the principal languages and cultures of the region. It is also one of the most populous countries in the Middle East with one of the largest economies. Iran has been a politically and strategically significant country for most of the past century. It was a frontline state during the Cold War. It was the scene of a major revolution that changed the face of the Muslim world and the relations between the United States and regional powers. Since 1979, Iran has been an avowedly Islamic state that has been engaged in a protracted war with the West. However, Iran has also witnessed profound political, social, and cultural changes that can be consequential for the future of the region. This course provides an overview of Iranian politics. It also uses social science theory to examine what factors have determined the evolution of Iranian politics, and how those developments in turn change our views on political change in the Muslim world and beyond. Prerequisites: None.

ISLAMIC FUNDAMENTALISM (ANNUALLY) NS4320

A research seminar on the ideology and practice of Islamic fundamentalists in the Middle East. Students read primary source translations of major fundamentalist ideologues, such as Ayatollah Khomeini and Sayyid Qutb, in addition to focusing on the strategies and histories of specific fundamentalist groups. Students will conduct and present original research on this topic. Prerequisites: NS3000 or consent of instructor.

U.S. FOREIGN POLICY TOWARDS AFRICA (ANNUALLY) NS4321

This course examines U.S. foreign policy in Sub-Saharan Africa since 1960, with emphasis on the post-Cold War period. Prerequisites: None.

SEMINAR ON U.S. SECURITY STRATEGY IN THE MIDDLE EAST AND PERSIAN GULF (AS REQUIRED) NS4322

Examines current United States security strategy in the Middle East and Persian Gulf region. Prerequisites: None.

WAR IN THE MIDDLE EAST (AS REQUIRED) NS4325

This course studies the international history of the Middle East and North Africa since the fall of the Ottoman Empire, with a particular focus on the origin, conduct, and consequences of the region's major wars. Prerequisites: Prior completion of NS3000 and at least one 3000 level Middle East course, or permission of the instructor.

SOCIAL MOBILIZATION AND CONFLICT IN THE MIDDLE EAST (AS REQUIRED) NS4326

This course analyzes the organization, incentives, and goals of non-state actors. Subjects include protest and mobilization of civil society and their relations with violent actions, how available alternatives shape the form that opposition action takes, and the effects of repression and political inclusion. Prerequisites: Prior completion of at least one 3000 level Middle East course, or permission of the instructor.

SOUTHERN AFRICAN POLITICS (AS REQUIRED) NS4327

The countries of the Southern African region are closely linked by economics, social demographics, and history. This course will examine the dynamics of Southern Africa combining detailed studies of individual countries with themes that cross the region, such as migration, trade, regional security, economic development, and post-conflict reconstruction. Some of the topics we will cover include attempts by Southern African countries to strengthen regional integration; the role of South Africa as local hegemony; how recent events in Zimbabwe have impacted on regional dynamics; democratization and demobilization in South Africa, Namibia and Mozambique, and the peace process in Angola. Designed as an upper-level seminar, the course will focus on discussion and debate of weekly reading assignments. Prior coursework in African Politics is desired, but not required. Prerequisites: None.

Curriculum Descriptions (Continued)

GOVERNMENT AND SECURITY IN THE HORN OF AFRICA (AS REQUIRED) NS4328

Addresses government and security issues in the Horn of Africa. Its main focus is on how conflicts in the region - persistent civil war in Sudan, state collapse in Somalia, contentious ethnic politics and secessionist movements in Ethiopia and Djibouti, state formation processes in (internationally recognized) Eritrea and (internationally unrecognized) Somaliland -- interact to produce a particularly challenging regional security environment. The course concludes with a consideration of what this regional security environment means for the War on Terrorism, as well as how the War on Terrorism is impacting the regional security environment. Prerequisites: None.

ETHNICITY AND ETHNIC CONFLICT IN THE DEVELOPING WORLD (AS REQUIRED) NS4332

The goal of this course is to examine issues of ethnicity and ethnic identity as they relate to conflict and democracy in the non-Western world. This course will be offered as an elective that will fit in with the regional studies curricula for students in the Africa, Latin America, Middle East, and Asian curricula in the NS department. The course will provide students with the theoretical tools and approaches to the study of ethnicity and ethnic conflict in multiple-country contexts. The course is divided into three main subject areas: (1) the nature of ethnicity, (2) the nature of and explanations for ethnic conflict, and (3) solutions to ethnic conflict. Weekly course readings present a mix of theoretical approaches and case studies, and will cover all the major areas of the world: Africa, the Middle East, Latin America, Asia, and Eastern Europe. Prerequisites: None.

POLITICS IN EGYPT (AS REQUIRED) NS4361

Course investigates contemporary Egyptian politics, including the roles of institutions, personalities and external forces, and the socio-economic context. Prerequisite: None.

THE ARAB-ISRAELI CONFLICT (ANNUALLY) NS4362

This course studies the evolution and current state of the Arab-Israeli conflict from the end of the 19th century to the present, including a consideration of its historical development, the principal individual and institutional actors involved, and an assessment of current prospects for conflict resolution. Prior completion of at least one NSA course on the Middle East.

SEMINAR ON SECURITY ISSUES IN RUSSIA, EASTERN EUROPE AND CENTRAL ASIA (ANNUALLY) NS4410

This advanced seminar addresses the security problems of the successor states to the former Soviet Union, focusing on the military, the security environment, political culture, Russian and non-Russian nationalism, and the relationship between domestic and foreign policies. Prerequisites: NS3400 or NS3410, or NS3450, or consent of instructor.

SEMINAR ON SECURITY ISSUES IN CENTRAL ASIA (AS REQUIRED) NS4415

For the purpose of this course, Central Asia refers to Kazakhstan Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. The seminar will consist of three parts. In the first part, the students will gain a general background in history of Central Asia. In the second part, the students will survey the current situation in Central Asia. The seminar sessions in the third part of the course will be dedicated to presentations of students' research. Prerequisites: None.

RUSSIAN FOREIGN POLICY (ANNUALLY) NS4425

This advanced seminar introduces theoretical approaches to the study of foreign policy and focuses on the content of post-Soviet Russia's foreign policy. Students will learn what Russia's foreign policy consists of and who or what makes it. The course aims to give students a greater ability to analyze the critical determinants of foreign policy and an in-depth understanding of the various aspects of contemporary Russia's foreign policy interests. Prerequisites: None.

POLITICS, FILM AND FICTION IN LATIN AMERICA (AS REQUIRED) NS4501

This course explores how Latin American film and fiction has portrayed politics. Specific novels, short stories and films (all with a political context) will be compared with social scientific readings analyzing the same topics. All movies will be in Spanish with English subtitles. All readings will be available in Spanish and English versions. Prerequisites: NS3501.

Curriculum Descriptions (Continued)

RUSSIAN FILM AND FICTION (AS REQUIRED) NS4502

Examination of Russian culture through that country's film and fiction. Prerequisites: None.

SEMINAR ON LATIN AMERICAN GOVERNMENT AND POLITICS (AS REQUIRED) NS4510

An advanced seminar on Latin American politics in government. The topics analyzed include those of most current relevance including political transitions, the changing role of different political movements and institutions, and the prospects for economic growth and political stability. Prerequisites: NS3510 or NS3520, or consent of instructor.

THE POLITICAL ECONOMY OF LATIN AMERICA (AS REQUIRED) NS4540

This course examines the complex relationship between politics and economics in Latin America. The course is structured around two overarching sets of questions. First, how can political science help us understand the economic development strategies that Latin American countries have pursued at different points in time? How have political actors and forces shaped the paths of economic development and what national patterns have emerged in the conflict over economic policy making? Second, reversing the direction of causation, when these economic development strategies succeed or fail, what is the impact on politics across Latin America? How has the pursuit of different economic ideologies, ranging from Marxism to neo-liberalism, altered politics in the region? Prerequisites: None.

SEMINAR ON LATIN AMERICAN SECURITY ISSUES (ANNUALLY) NS4560

A research seminar on security issues in contemporary Latin America. Students focus on challenges to regional security, regime stability, and public safety. Students conduct and present original research on selected issues concerning Latin American security. Prerequisites: NS3510 or NS3520, NS3024 or consent of instructor.

ASIAN SEMINAR: UNITED STATES-ASIAN RELATIONS (AS REQUIRED) NS4610

Overview of the current state of U.S.-Asia relations. Prerequisites: None.

SEMINAR ON THE CHINESE PEOPLE'S LIBERATION ARMY (AS REQUIRED) NS4620

This course is a reading seminar on the evolution of the PRC's military and its domestic and foreign policy roles. It reviews the evolution of Maoist and post-Mao security strategies, military decision making, professionalism versus politicization of the army, the calculus of deterrence and the use of force in PRC foreign policy, and party-army and civil military relations. Prerequisites: None.

SEMINAR ON NORTHEAST ASIAN SECURITY (ANNUALLY) NS4630

Advanced research on national, regional, and global security dynamics among the states of Northeast Asia. The course explores policy options facing North Korea, South Korea, Russia, Japan, and China, their regional interaction, and the likely implications for the United States. Non-traditional security topics such as energy and space will be covered along with questions of military modernization, weapons, proliferation, alliance behavior, and deterrence. Prerequisites: Prior completion of at least one course in Asian politics and security (NS3620, NS3661, NS3662 or NS3663) or consent of the instructor.

SEMINAR ON WARS IN ASIA (AS REQUIRED) NS4640

This course studies the history of war and international relations in South Asia and the Asia-Pacific region in the nineteenth and twentieth centuries. It emphasizes the relationship between military action and political developments within the region, and also seeks to explore the impact of regional developments on the larger world system. Students will write an independent research paper in this class. Prerequisites: Consent of instructor.

POLITICAL AND ETHNIC VIOLENCE IN SOUTHEAST ASIA (AS REQUIRED) NS4641

This course will examine the sources of political and ethnic violence in the Southeast Asia region. Prerequisites: NS3620.

Curriculum Descriptions (Continued)

ASIAN SECURITY: THEORY AND PRACTICE (AS REQUIRED) NS4645

East Asia contains four "great powers," three-plus nuclear powers, two countries still divided since WWII, and several of the most dynamic economies on the globe. This course considers the prospects for war and peace in this complex constellation of powers in the current era. Will the United States and China become rivals? What are the prospects for stability on the Korean Peninsula and in the Taiwan Strait? Will Japan become a "normal" nation? What role do nuclear and other WMD play in shaping regional affairs? Why are security institutions so few in East Asian Security affairs? Is international cooperation fundamentally different in East Asia? What is the nature of civil-military relations across the countries of the region? Each of these questions will be addressed. The course will begin with a brief discussion of international security theory before turning toward specific regional security topics. Throughout the quarter we will make use, however, of theoretically informed arguments regarding East Asian security issues. Prerequisites: Prior completion of NS3024, plus at least one course on Asian politics and security, numbered NS3600-3667; or permission of the instructor.

SEMINAR ON ASIA IN WORLD AFFAIRS (AS REQUIRED) NS4660

Advanced study of Asia's contemporary economic, security, diplomatic and cultural roles in world affairs, with special emphasis on the policy interaction of China, Japan, India and other key states with the United States, Russia, Europe, and the developing world. Prerequisites: A NS3000 level course on Asia or consent of instructor.

CONTEMPORARY AFGHAN POLITICS (AS REQUIRED) NS4661

This seminar examines the complex historical, ethnic, religious, and linguistic factors that unite and divide Afghanistan as it struggles with the challenges of political modernization, economic reform, and integration into the international community. The seminar places a fundamental emphasis on current Afghan politics as well as questions of U.S. interests and policy options. Prerequisites: None.

SEMINAR ON THE POLITICS OF SOUTHEAST ASIA (AS REQUIRED) NS4662

Advanced seminar on the contemporary politics of South East Asia. Prerequisites: None.

POLITICS AND SECURITY IN PAKISTAN AND AFGHANISTAN (AS REQUIRED) NS4663

This course focuses on the political and security dynamics of Pakistan and Afghanistan. In recent history the region has been a hotbed of instability and a focal point of terrorism. The course will explore the complex interplay of history, geography and ethno-religious politics of the two contagious countries, analyze its impact on regional stability, and examine the implications for global security.

RELIGIOUS ACTIVISM IN SOUTH ASIAN POLITICS (AS REQUIRED) NS4664

The events of September 11 have underscored the importance of religious activism in South Asian politics. These movements have impacted regional politics and international security and are likely to continue to do so in the years to come. This course aims to provide students with an in-depth understanding of the role of religion in South Asian politics by familiarizing them with the historical context for religion's involvement in South Asian politics, introducing the important actors, key ideas and major events. The course will deal with both Islamic and Hindu religious movements in the Afghanistan-Pakistan-India arc. This will provide a comprehensive approach to the topic and will provide students with a comparative framework to analyze relevant issues. The course will use important works in the disciplines to provide a historical framework for the study of religion and politics in South Asia. Prerequisites: None.

SEMINAR ON U.S. POLICY IN SOUTH ASIA (ANNUALLY) NS4666

Overview of U.S. Policy in South Asia. Focus is on current issues. Prerequisites: None.

POLITICAL DEVELOPMENT IN SOUTH ASIA (ANNUALLY) NS4667

This course covers a selected range of topics for understanding current South Asian political developments and towards answering the larger question of why South Asia is the way it is: What are the internal and external structures and institutions in South Asian countries that shape their political activities and stance? In this course we study contemporary issues in the context of regional, national, and local political developments in India, Pakistan, Bangladesh, Nepal, and Sri Lanka. This will assist in thinking relationally and comparatively across nations of the region, as well as provide an understanding of different movements and events that shape this region. Prerequisites: None.

Curriculum Descriptions (Continued)

SECURITY IN SOUTH ASIA (ANNUALLY) NS4668

The seminar places particular emphasis on the conditions affecting the occurrence, conduct and aftermath of war in the region. Topics covered in the seminar include the independence of India and Pakistan in 1947 and the creation of political, ethnic, religious, and territorial disputes between the two countries; ethnic and religious sources of instability in the region; civil-military relations; South Asia during the Cold War; South Asia and the global war against terrorism; the foreign relations of India and Pakistan with the United States, Russia, China and neighboring countries; the origins and military conduct of the three India-Pakistan wars; and the acquisition of nuclear weapons by India and Pakistan and their impact on regional security and international stability. Depending on student interest, the course also will cover security dynamics of smaller South Asian states (Afghanistan, Bangladesh, Nepal, Sri Lanka, and Bhutan). Prerequisites: None.

CONFLICT AND COOPERATION IN WORLD POLITICS (AS REQUIRED) NS4669

This course introduces students to representative literature on key topics in the fields of strategic studies and security studies. The course is taught as a research seminar. It is organized around four main topic areas: the parameters of strategic studies and security studies, and alternative definitions of security; alternative approaches to maintaining order at a regional or global level, with the main focus on the prospects for stability when there is a hegemonic power; the concept of strategic culture; and the effectiveness of alternative strategies for influencing states in bilateral relations so as to reduce security threats and the chances of military conflict. Prerequisites: NS3024.

SPACE AND NATIONAL SECURITY (ANNUALLY) NS4677

This course studies the political history of the space age from the perspective of U.S. national security, as well as U.S. relations with other major, space-faring countries. It also covers arms control treaties, legal issues, international negotiations, and space management questions from a current policy perspective. A significant independent research paper is required. Prerequisites: NS3011 and NS3024 or consent of instructor.

SEMINAR ON INTERNATIONAL SECURITY ISSUES OF ASIA (AS REQUIRED) NS4690

Advanced study of Asian security issues with special emphasis on the balance of forces, regional and external alliances, prospects for conflict, and Asian concepts of security and strategy. Prerequisites: A NS3000 level course on Asia or consent of instructor.

SEMINAR ON EUROPEAN POLITICS (ANNUALLY) NS4710

A research seminar on politics in contemporary Europe. Students conduct and present original research on selected issues concerning European politics, with an emphasis on defense and security problems. Prerequisites: NS3710 or consent of instructor.

SEMINAR ON EUROPEAN SECURITY ISSUES (ANNUALLY) NS4720

A research seminar on security issues in contemporary Europe. Students conduct and present original research on selected issues concerning European security. Prerequisites: NS3720 or consent of instructor.

SPECIAL TOPICS: EUROPE (AS REQUIRED) NS4722

Upper-level seminar that debates advanced issues in European Security. Specifics topic vary by instructor. Prerequisites: None.

STRATEGIC PLANNING AND BUDGETING FOR HOMELAND SECURITY (SUMMER) NS4755

Offered through the Center for Homeland Defense and Security. Homeland security requires programs in such disparate areas as counter-terrorism, information security, border security, counter-drug activities, etc. This course will provide students with an analytical framework useful for translating long-term plans into programs and budgets. Prerequisites: NS3180.

Curriculum Descriptions (Continued)

SEMINAR ON TERRORISM (AS REQUIRED) NS4801

This course attempts to provide a broad sweep of the field of terrorism. We explore general issues — the structure of terrorist groups, the motivation of those who join, the patterns of authority and decision making within groups, and the impact of different types of operations on governments and the public. In the second portion of the course, we discuss in greater depth the campaigns of a few selected terrorist organizations. We will also look at what some scholars call the "new" terrorism. Prerequisites: None.

MODELING TERRORISM: NEW ANALYTICAL APPROACHES (SPRING/SUMMER) NS4805

Terrorism and the groups that foment it are at the forefront of concern for policymakers and defense analysts worldwide. This seminar and associated lab will focus on applying a variety of proven analytic techniques to terrorism for the purpose of understanding it, building actionable models of it, and suggesting policy alternatives aimed at successfully deterring, disrupting and defeating it. The course will use as a test bed a particular global terrorist organization. Appropriate readings and background materials will be augmented with hands-on lab exercises analyzing group, organization, environment, process and narrative-related dimensions of terrorism. Instruction will be augmented by subject matter experts and guest speakers. Approaches to be covered include system dynamics, game theory, Bayesian analysis, cross-impact analysis, and rhetorical modeling and simulation. Prerequisite: None.

SEMINAR ON APPLIED TERRORISM/INSURGENCY RESEARCH METHODS (ANNUALLY) NS4806

This course studies the use and application of advanced methodologies for investigating the organizational dynamics of terrorist and insurgent movements. A significant independent research paper is required. Prerequisite: Prior completion of NS4805 or consent of instructor.

LEGAL AND MILITARY RESPONSES TO POLITICAL VIOLENCE (ANNUALLY) NS4880

The course will first review the variety of legal and military policy options open to any state that confronts political violence, with particular attention to short versus long-term consequences of different policy options. It then analyzes a few individual cases (the British in Ulster, violence in Spain) in depth, in order to assess how different policy options combine or cancel each other. Prerequisites: Consent of instructor.

MULTI-DISCIPLINARY APPROACHES TO HOMELAND SECURITY (SUMMER) NS4881

Offered through the Center for Homeland Defense and Security. Homeland security efforts in the United States constitute a project framed by the rule of law. Constitutional concerns, civil rights issues and the roles of the various disciplines engaged in the effort are driven and impacted by the various local, state, and federal systems of law. This course allows students to explore the homeland security project in relation to the laws that support and constrain it. Prerequisites: None.

ETHICAL THEORY FOR MILITARY OFFICERS (AS REQUIRED) NS4903

This course is a philosophical survey of major ethical theories that individuals or societies use to form their moral worldview. One presupposition of the course is that, as moral agents by virtue of being in various relationships with others, everybody has a philosophy—a way of thinking about and engaging others—that is, our social behavior. Thus, the course will also seek to move the student, as a military officer and a moral agent, beyond an external understanding of the major ethical theories and ask them to articulate their moral worldview and the ethical framework (theory) that forms the skeleton of that worldview. Such introspection is also vital for engaging other cultures when deployed as operators, analysts, or staff officers. In short, this course is designed to enable military officers to gain that inner knowledge and engage others from positions of ethical strength rather than of weakness. Prerequisites: None.

COMPARATIVE ETHICS IN FIVE WORLD RELIGIONS (AS REQUIRED) NS4904

This course will examine where the concept of something being right began and how it has evolved over the ages, paying particular attention to the religions and philosophies of various cultures and how they have influenced that society's sense of what is right. We will explore the distinctive characteristics of the world's major religions and the cultures we are most likely to deal within the military, as well as the significance of fundamentalism in all religions. We will look at tools for planning, negotiation, and meaningful dialogue in many settings. Prerequisites: None.

Curriculum Descriptions (Continued)

SPECIAL TOPICS: CIVIL-MILITARY RELATIONS (AS REQUIRED) NS4920

Selected special issues in Civil-Military relations. Prerequisites: None.

MEDIA AND WAR (AS REQUIRED) NS4930

This seminar will analyze the interaction between the media, in the United States and abroad, and society during wartime. Prerequisites: None.

SEMINAR ON INTERNATIONAL POLITICAL ECONOMY (ANNUALLY) NS4940

This course addresses how governance is and can be created at the global level. It examines how states are coping with the multiplicity of global issues that affect them and how these issues and efforts impact state sovereignty. It will address how political actors respond to and create the drivers of globalization — the global processes, such as the spread of ideas such as neo-liberal market economic theory and universal human rights, as well as environmental, demographic and resource changes, that make actors dependent on each other for their management. Prerequisites: NS3024 and NS3040 or consent of instructor.

NATIONAL SECURITY LAW FOR HOMELAND SECURITY AND DEFENSE (AS REQUIRED) NS4941

The course studies the legal framework within which defense strategy is formulated and executed, with emphasis on the identification and resolution of jurisdictional conflicts, the interaction of municipal and international law governing the use of force, and the organization challenges presented by the coordination of military activities with those of civilian law enforcement agencies and the judiciary. Prerequisites: NS3000, NS3023, or NS3024 or consent of the instructor.

SEMINAR IN STRATEGIC STUDIES (ANNUALLY) NS4990

This course studies the theory and practice of national defense strategy, approached by means of selected theoretical texts and historical case studies in military and political decision-making. Topics include combined-arms land warfare, maritime strategy, strike warfare, nuclear strategy, and revolutionary insurgency. A significant independent research paper is required. Prerequisites: NS3000, plus at least one other 4000 level seminar in National Security Affairs.

SEMINAR IN UNITED STATES FOREIGN POLICY (ANNUALLY) NS4991

This course studies the conduct of foreign policy by the United States from the founding of the American Republic through the end of the Cold War. A significant research paper is required. Prerequisites: NS3024, plus at least one 4000 level seminar in National Security Affairs, or consent of instructor.

DISSERTATION RESEARCH (AS REQUIRED) NS5810

Dissertation research for doctoral studies. Required in the quarter following advancement to candidacy and then continuously each quarter until dissertation is approved by the Academic Council.

Professional Resources



Donald Abenheim
Associate Professor

Specializes in history of war in Europe; politics and society in Central Europe; Germany, 1648-present; Democratic civil-military relations in the Euro-Atlantic area, 17th century to present; Euro-Atlantic security; defense and military policy; material culture of total war in Central Europe, 1918-1945; state, nations and nationalism in Europe; U.S.-European diplomacy and strategy; enlargement of NATO; security sector reform in central and eastern Europe, 1919-present.

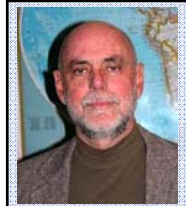
Naazneen H. Barma
Assistant Professor

Specializes in Political economy of development; governance and institutional reform; East and Southeast Asia; post-conflict state- and democracy-building; natural resource management; international organizations; emerging economies and global order. Prior to joining the faculty at NPS, Barma spent three years as a Young Professional and Public Sector Specialist in the East Asia and Pacific Region at the World Bank.



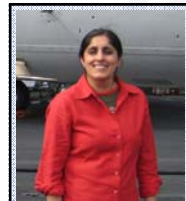
Anne Marie Baylouny
Associate Professor

Specializes in Comparative politics and political economy; Middle East and North Africa; Social movements, protest, and terrorism; Political Islam. She is active in theorizing Islamist social mobilization and the use of terrorist tactics, specializing in the eastern Mediterranean of the Arab world.



Thomas C. Bruneau
Professor

Specializes in civil-military relations and Latin America. Dr. Bruneau is a Distinguished Professor of National Security Affairs. He became Director of the Center for Civil Military Relations in November 2000, a position he held until December 2004. He has researched and written extensively on Latin America, especially Brazil, and Portugal.



Anshu Chatterjee
Lecturer

Specializes in South Asia, religious and ethnic movements, center-state relations, media and politics. Her current research examines development of protest networks in relation to identity politics and state relations in disturbed regions in South Asia. Her past research includes globalization and civil society, specifically political parties and the media. Her other work experience includes working in India as a journalist.

Victoria Clement
Assistant Professor

Specializes in Central Asia, Russia, Turkey, strategic culture, civil society, and Islamic history. Dr. Clement examines how politics—global and local—have shaped Turkmen culture and how cultural peculiarities have often contributed to strategic political decisions. Her research focuses on the intersection of culture, education, and power in Central Asia, Russia, and Turkey.



Anne L. Clunan
Associate Professor

Specializes in international institutions, emerging security threats, globalization and governance, sovereignty, post-conflict reconstruction and humanitarian assistance, international law and organization, and Russia and the former Soviet Union.

Professional Resources (Continued)



Erik Dahl
Assistant Professor

Specializes in intelligence, terrorism, security studies, national security policy, and International Relations Theory. His research focuses on intelligence, terrorism, and security studies.



Zachary S. Davis
Visiting Research Professor

Specializes in intelligence, WMD proliferation, and South Asia. His research focus is on technical intelligence on weapons of mass destruction. He has broad experience in intelligence and national security policy and has held senior positions in the executive and legislative branches of government.



Guido E. de la Vega
Visiting Research Professor

Specializes in Spanish language and Latin American politics. He taught Spanish at the Defense Language Institute Foreign Language Center from 1964 - 1996. In addition to teaching Spanish, he also worked on various curriculum development projects such as the Spanish Basic Course and the Spanish Interactive Videodisc program.



Sophal Ear
Assistant Professor

Specializes in political economy of aid, governance, growth, and development; Southeast Asia; post-conflict reconstruction (particularly Cambodia); bird flu; and effective surveillance of emerging infectious diseases. He has a decade's experience in development consulting in post-conflict countries and specializes in Southeast Asia. His research has covered such varied topics as social protection, governance, and the livestock sector.



Colonel Gary David Espinas
Military Faculty

Specializes in Russia, Former Soviet Union, Eurasia, European Security. He is the U.S. Army Foreign Area Officer (FAO) Chair at the Naval Postgraduate School. A U.S. Army FAO specializing in Eurasia, Colonel Espinas has held a variety of political-military assignments pertaining to Russia and the Former Soviet Union. Previously, Colonel Espinas served in the Office of the Secretary of Defense as the Director for Russia, Caucasus, and Black Sea Policy.



Ryan Gingeras
Assistant Professor

Specializes in Turkey and the Ottoman Empire; South Balkans; Middle East; North Caucasus; Comparative world history; Organized crime and the drug trade. His current research assumes a much broader range of history of eastern Mediterranean. He is currently working on a full-length manuscript exploring the history of drug trafficking and organized crime in the Middle East between 1930 and 1980.



Mohammed M. Hafez
Associate Professor

Specializes politics of the Middle East and North Africa, Islamic social movements, Jihadism, terrorism and suicide bombings, and radicalization. Dr. Hafez is also the author of numerous book chapters and journal articles on Islamic movements, political radicalization, and jihadist ideologies. He regularly briefs government and military analysts on issues related to terrorism, war of ideas, and countering radicalization.

Professional Resources (Continued)

Carolyn Halladay
Senior Lecturer

Specializes Central Europe, and Public Law. She has also taught history and international relations at the graduate and undergraduate levels at The George Washington University in Washington, DC. She worked as a research analyst in the Office of the Historian, US Department of State and as a federal tax prosecutor in the US Department of Justice, in addition to legal assignments in the U.S. Departments of Defense and Transportation.



Wade Huntley
Senior Lecturer

Specializes in Nuclear weapons proliferation; Global security studies; Security and arms control in space; U.S. foreign policy; East and South Asian regional security; International Relations theory. He has worked extensively engaging governmental officials and non-governmental experts on a range of contemporary intl policy challenges.



Maiah Jaskoski
Assistant Professor

Specializes in Latin American politics, comparative politics, military roles, state-society relations, and theories of organization. Her research and teaching interests include the military and state-society relations in Latin America. She has conducted extensive fieldwork in Latin America, involving in-depth interviews with officers and civilians in Ecuador, Peru, and Chile, and archival research.



CAPT Scott Eric Jasper, USN (ret)
Lecturer

Specializes in military transformation, joint command and control, and force application. Scott drew upon extensive experience in the field of joint experimentation to develop from scratch and deliver repeatedly the resoundingly popular NS 3021 graduate level course on Military Transformation to mid-career level professionals at the Naval Postgraduate School. He also designed and now delivers practical exercise driven in-resident and mobile seminars on International Defense Transformation.



Thomas H. Johnson
Associate Research Professor

Specializes in Afghanistan, South and Central Asia, terrorism, WMD proliferation, peace operations and peacekeeping, and modeling and simulation. For two decades, Johnson has conducted research and written on Afghanistan and South Asia. He has directed major research efforts for the United States Government on Afghanistan and U.S. policy towards this country. He has written and published numerous studies on Afghanistan and its politics, culture, and anthropology.



Abbas Kadhim
Assistant Professor

Specializes Islamic history and politics, Iraq, Middle East history and politics, and political theory. He has taught courses on Islamic theology and ethics. His current projects include editing the Routledge Handbook of Governance in the Middle East and North Africa, London: Routledge (forthcoming 2011) and finishing a manuscript on The 1920 Revolution and the Making of the Modern Iraqi State (under review).



S. Paul Kapur
Professor

Specializes in nuclear weapons proliferation, deterrence, ethno-religious violence, and South Asian Security. His research and teaching interests include nuclear weapons proliferation, deterrence, ethno-religious violence, and the international security environment in South Asia.

Professional Resources (Continued)



BRIG Feroz Khan, Pakistan Army (ret.)
Lecturer

Specializes in South Asia politics, security, nonproliferation and arms control. Brigadier General (retired) Feroz Khan has served with the Pakistani Army for 32 years. He served domestically and abroad with numerous assignments in the United States, Europe, and South Asia. He has experienced combat action and command on active fronts on the line of control in Siachin Glacier and Kashmir and served along the Pakistan–Afghanistan Border.

Letitia Lawson
Senior Lecturer

Specializes in African politics. Her courses include African Government and Politics, African History and Cultures, Government and Security in West Africa, and Government and Security in the Horn of Africa. She also teaches courses in Comparative Politics and Research Methodology.



Ted Lewis
Professor

Specializes in critical infrastructure protection; and information technology. He has over 30 years of experience with computers, including recently designing e-commerce systems, web-zines, web-enabled databases, re-engineering large-scale enterprise systems, video teleconferencing systems for distance learning, defining software products for information appliances, performing technology and marketing assessments of network appliances, and advising clients on product definitions for World Wide Web products



Robert E. Looney
Professor

Specializes in economic intelligence, economics of national security, and economics of terrorism. He has written twenty books on various aspects of economic development. He is currently working on a book forecasting alternative futures for the Saudi Arabian economy.



Tristan James Mabry
Assistant Research Professor; Executive Director, Joint Foreign Area Officer Skills Sustainment Pilot Program (JFSSPP)

Specializes in nationalism and ethnic conflict, Muslim states and societies, Eurasia, language and identity politics, energy industry, and monitoring and evaluation for natural resource management. He focuses on in the comparative politics of nationalism, ethnic conflict, and identity politics across Eurasia. His research addresses the intersection of ethnicity and Islam, particularly in cases of separatist movements found across the Muslim world, from the Middle East to Central, South, and Southeast Asia.



Michael S. Malley
Lecturer

Specializes in Southeast Asia; Indonesian politics; democratization; state formation, failure and survival; causes and consequences of decentralization; domestic politics and regional security in Southeast Asia; and nuclear nonproliferation. His research is focused on issues of state formation, state failure and survival, and regime change in Southeast Asia. He has particular expertise in the area of center-local relations, decentralization policy, and provincial politics in Indonesia.

Professional Resources

Alice Lyman Miller
Senior Lecturer

Specializes in Chinese history, politics, and foreign policy. Dr. Miller is the author of *Science and Dissent in Post-Mao China: The Politics of Knowledge* (University of Washington Press, 1996) and of numerous articles and book chapters on Chinese history, politics, and foreign policy. She is currently working on a book-length analysis of the evolution of Chinese grand strategy from the 16th century to the present.



James (Clay) Moltz
Professor

Specializes in Space security; Missile defense; Nuclear proliferation and nonproliferation; Russian and Northeast Asian security; International relations theory; and U.S. national security policy. He currently teaches Space and National Security, Nuclear Strategy and National Security, International Relations, and Northeast Asian Security.



Daniel Moran
Chair, Professor

Specializes in International and Military History, Environmental and Energy Security, Europe, Middle East, and International Law. He teaches international and military history. Current projects include an English edition of Carl von Clausewitz's *History of the Campaign of 1815*, titled *On Waterloo*, co-edited and translated with Christopher Bassford and Greg Pedlow (Basic Books, forthcoming); an edited volume on *Climate Change and National Security*, forthcoming; and another on *Maritime Strategy and Global Order* (with James Russell, in preparation).



Rodrigo Nieto-Gomez
Assistant Research Professor

Specializes in Homeland Security; Strategic Thinking and North America. His fields of research include border security, the policy making process, the implications of new technologies for security and defense policies, and the geopolitical and strategic effects of homeland security/defense and national security with a regional focus on North America.



Jessica Piombo
Associate Professor, Regional Coordinator for Sub-Saharan Africa; and Co-Director, RSEP Planning and Content

Specializes in African politics, particularly in Southern and South Africa; ethnic politics and conflict management; terrorism in the Horn of Africa; and democratization and democratic consolidation. Her research focuses on terrorism and countering terrorism in Africa, democratization and electoral politics, transitional regimes and post-conflict governance, institutional ways to channel and shape political identities, and the causes and management of ethnic conflict.



Douglas Porch
Professor

Specializes in European politics and security, small wars and insurgencies, security building, imperialism, and war in Asia. He advises on security issues all over the world – this year his work has taken him to Colombia, Peru, Mexico, and Italy. He has also conducted specialized seminars in Monterey, Camp Lejeune, and Fort Bragg for security and intelligence personnel, both American and international.

Maria Rasmussen
Associate Professor

Specializes in terrorism, counter-terrorism, and civil protection. She is the author of *Argentina's Lost Patrol: Armed Struggle, 1969-1979* (New Haven, CT: Yale University Press, 1995). Dr. Rasmussen has also written numerous articles on the internal dynamics of terrorist organizations and on legal and military responses to political violence.

Professional Resources



James A. Russell
Associate Professor

Specializes in Politics and security in the Gulf States; U.S. security strategy in the Persian Gulf and the Middle East; Nuclear strategy; Proliferation of weapons of mass destruction; Transnational terrorist networks, transformation and defense strategy. He is teaching courses on Middle East security affairs, terrorism, and national security strategy.



Zachary Shore
Associate Professor

Specializes in International History, Decision Making, Strategy and Policy, Late Modern Europe, European Muslims. He previously served on the Policy Planning Staff at the U.S. Department of State through an International Affairs Fellowship from the Council on Foreign Relations. He has also worked as a National Security Fellow at Harvard's Olin Institute for Strategic Studies and at the American Institute for Contemporary German Studies in DC.



Arturo C. Sotomayor
Assistant Professor

Specializes in Civil-military relations; Latin America; Peacekeeping operations; Comparative foreign policy; International organizations. His areas of interest include civil-military relations in Latin America; UN peacekeeping participation by South American countries; Latin American comparative foreign policy; and international organizations.



Robert Springborg
Professor

Specializes in Political Economy of the Middle East; Governmental Institutions and Processes; Democratization; European-Middle Eastern Relations. Previously he held the MBI Al Jaber Chair in Middle East Studies at the School of Oriental and African Studies in London, where he was also the Director of the London Middle East Institute.



Harold A. Trinkunas
Associate Professor

Specializes in Democratization; Civil-military relations; Comparative politics; Latin America. His research has focused on Latin American politics, particularly on civil-military relations and democratization. Professor Trinkunas is also Deputy Director for Academic Affairs of the Center for Civil Military Relations at the Naval Postgraduate School. The Center conducts research and provides education on security sector reform, peace support and stability operations, counter-terrorism strategy, and civil-military relations, both in Monterey and abroad.



Mikhail Tsypkin
Associate Professor

Specializes in Russian politics and security policy; the Russian navy. In 1985-1987 Dr. Tsypkin served as the Salvatori Fellow in Soviet Studies at the Heritage Foundation in Washington D.C. He joined NPS in 1987, two years after completing his Ph.D. in Political Science at Harvard University. He is a member of the Scientific Board of the online journal The Journal Of Power Institutions In Post-Soviet Societies.



Christopher P. Twomey
Associate Professor

Specializes in Theories of international relations and security studies; Strategic culture; Perception; Military innovation; East Asian security; Chinese foreign and military policy; Chinese political and social development. His research interests center on security studies, Chinese foreign policy, modern nuclear affairs, strategic culture, statecraft, and East Asian security in theory and practice.

Professional Resources



Robert Weiner
Assistant Professor

Specializes in Japan; East Asia; Comparative politics, political parties and elections; Democratic institutions and constitutional engineering; Research methods. His research and teaching focus on Japanese and East Asian politics, political parties and elections, democratic institution-building and design, and game theory and general research methods.



James J. Wirtz
Dean, School of International Graduate Studies, Professor

Specializes in Nuclear strategy and counterproliferation; Intelligence; International relations theory. He is editor of the Palgrave Macmillan series, Initiatives in Strategic Studies: Issues and Policies and section chair of the Intelligence Studies Section of the International Studies Association. He joined the Naval Postgraduate School in 1990 after teaching at Franklin & Marshall College, Penn State University, and the State University of New York, Binghamton.



David S. Yost
Professor

Specializes in NATO; European security; U.S. national security policy; Nuclear deterrence; Missile defense; Arms control; Political philosophy; International relations theory.



U.S. PARTNERSHIP FOR PEACE
TRAINING & EDUCATION CENTER
NAVAL POSTGRADUATE SCHOOL



NATO began designating Partnership for Peace (PfP) Training and Education Centers in 1999 as a result of its 50th Anniversary Summit and part of its Training and Education Enhancement Program, determining that a “network of national facilities – made available to all PfP countries – should emerge as part of a collaborative approach to training and education.”

In October 2004, the U.S. Secretary of State designated the Naval Postgraduate School as the United States' contribution to NATO's Partnership for Peace Training and Education Center (PTC) program. The Naval Postgraduate School is the only PTC in the United States, and as the USPTC, also represents the U.S. contribution to NATO's Education for Reform Initiative and Defense Institution Building efforts. The USPTC serves as the diplomatic face of the Naval Postgraduate School with a primary mission of conflict prevention. The USPTC achieves this through the development of long-term strategic, partnership capacity building programs that meet the objectives of key stakeholders, the U.S. Department of Defense, and the U.S. Department of State.

USPTC PROGRAM OFFICE

The USPTC Program Office was formally established in 2009 by the Naval Postgraduate School Executive Vice President/Provost to represent the entire Naval Postgraduate School and to further promote USPTC-specific capacity and content areas to U.S. and international stakeholders. In early 2012, the Office of Special Initiatives, under the leadership of a Vice Provost, was established to undertake special assignments in support of the Office of the President of the Naval Postgraduate School. The Vice Provost for Special Initiatives (VPSI) has purview over the efforts coordinated by the USPTC Program Office, and the role of VPSI is a collateral assignment for one of the existing school Deans, currently held by Dr. Peter Purdue, Dean of the Graduate School of Operational and Information Sciences.

The USPTC Program Office assists in developing and supporting high quality, relevant, and unique advanced education and research programs, delivered by Naval Postgraduate School faculty, that will increase the operational effectiveness of the Armed Forces of the U.S. and our international partners. In addition, the USPTC Program Office efforts synchronize identified requirements with Naval Postgraduate School faculty capabilities and facilitate and promote the value of developing “new intellectual capital” for the Naval Postgraduate School that can then be reinvested in the School's U.S. and international students: the world's future military and civilian leadership.

The USPTC Program Office also engages in developing opportunities for faculty and student involvement that specifically support Combatant Command interests and objectives for enhancing partner defense capacity building efforts in critical social, science, and technology areas, such as: Systems Approach, Cyber-Security, Maritime Security, Anti-Corruption, Meteorology, Social Networking, Missile Defense, Cost Analysis, Modeling & Simulation, Assessment Methodologies, Interdiction Operations, Counter Trafficking, Strategic Collaboration, Identity Management, Biometrics, Gender Inclusion, and Energy Security.



Daniel T. Oliver
Vice Admiral, US Navy (Ret)
President,
Naval Postgraduate School

The Naval Postgraduate School is the designated Partnership for Peace (PfP) Training and Education Center (PTC) for the United States. The USPTC designation represents all of the Naval Postgraduate School.

U.S. Partnership for Peace Training and Education Center

Peter Purdue, Ph.D.,
Vice Provost, Special
Initiatives; Dean, Graduate
School of Operational and
Information Sciences; and
Executive Director, USPTC
Program Office

<http://www.nps.edu/usptc/>

USPTC Program Office
Naval Postgraduate School
281 Stone Rd, Qtrs D
Monterey, CA 93943-5189
Phone: 831-656-3851
Fax: 831-656-3927

Curriculum Descriptions

CYBER SECURITY & INFORMATION ASSURANCE

NETWORK SECURITY (MASL: IN-RESIDENCE: P170371; MET: P309371)

Description: 10-week course (1st week in-residence at NPS; 8 weeks distributed learning; 10th week in-residence at NPS) tailored for military officers and civilian employees providing a thorough conversational knowledge of all the dominant terminology, principles and technologies involved in the bits-in-transit aspect of network security. (This course is also offered in a hybrid Mobile Education Team/Distributed Learning format: 1st week in-country with MET; 8 weeks distributed learning; 10th week in-country with MET.)

Objective: Participants will understand the protection of legitimate network traffic via cryptographic mechanisms; and the detection and filtering of malicious network traffic via authentication mechanisms, attack signature recognition, and filter mechanisms and strategies; Learn the patterns and protocols of "normal" network traffic, and of many cues that can be used to recognize malicious/attack traffic, the rudiments of firewall deployment and rule-writing, and the proper application of cryptographic mechanisms to achieve either of the security objectives of confidentiality and/or integrity; and understand the role and function of PKI, and the various methods used to perform e-authentication.

Target Audience: Mid-to-senior level civilian and military representatives from the participant nation's MoD and armed forces.

Prerequisite: English Comprehension Level (ECL) score of 85.

CYBER INCIDENT HANDLING AND DISASTER RECOVERY PLANNING (MASL: IN-RESIDENCE: P170372; MET: P309372)

Description: 10-week course (1st week in-residence at NPS; 8 weeks distributed learning; 10th week in-residence at NPS) tailored for military officers and civilian employees defines the nature and scope of cyber security incident handling. It covers policy, planning, operations, and technology issues involved in related cyber incident handling plans. (This course is also offered in a hybrid Mobile Education Team/Distributed Learning format: 1st week in-country with MET; 8 weeks distributed learning; 10th week in-country with MET.)

Objective: Participants will be familiar with intrusion/incident detection, minimization of loss of service, service continuity, forensic analysis, service/data restoration, and incident reporting; have knowledge of Business Continuity (BCP), Disaster Recovery (DRP) and Continuity of Operations (COOP); understand how to respond to specific incident types including, natural disasters, denial of service, malicious code, malicious misuse of hardware and firmware, unauthorized access, data compromise and inappropriate use.

Target Audience: Mid-to-senior level civilian and military representatives from the participant nation's MoD and armed forces.

Prerequisite: English Comprehension Level (ECL) score of 85.

NETWORK TRAFFIC ANALYSIS (MASL: IN-RESIDENCE: P170373; MET: P309373)

Description: This 10 week course (1st week in-residence at NPS; 8 weeks distributed learning; 10th week in-residence at NPS) tailored for military officers and civilian employees builds upon the primarily concept-oriented Network Security course by focusing directly upon the analysis of actual network traffic. (This course is also offered in a hybrid Mobile Education Team/Distributed Learning format: 1st week in-country with MET; 8 weeks distributed learning; 10th week in-country with MET.)

Objective: Participants will gain a deeper understanding of network protocol behavior; enabling him/her to intelligently distinguish "normal" from "abnormal" (likely malicious) online/network behavior and recommend a mitigation plan; master the utilization of a protocol / traffic analyzer as he/she reviews either "live" or pre-recorded traffic for impending, realized configuration errors or malicious attacks; become familiar with indications for the above mentioned events and be able to develop a forensic explanation.

Curriculum Descriptions (Continued)

Target Audience: Mid-to-senior level civilian and military representatives from the participant nation's MoD and armed forces.

Prerequisite: English Comprehension Level (ECL) score of 85.

CYBER SECURITY (MASL: IN-RESIDENCE: P170378; MET: P309378)

Description: This 5-day course tailored for military officers and civilian employees provides an overview of the core principles of cyber security and cyber threats confronting democracies. The course explores how cyber systems are exploited throughout the world and examines best practices of cyber security, including methodologies, applications, and strategies to promote increased national security and stability. Core principles addressed include: the Confidentiality, Integrity and Availability (CIA) triad; cyber attack; the "risk equation"; the "cyber matrix"; determining impact; vulnerabilities; threats and network threat models; security controls; access control and identity management. This course is offered both in-residence at NPS and in-country by a Mobile Education Team.

Objective: Participants will understand the strategies and best practices of information assurance and cyberspace technology to meet national defense requirements and promote increased security cooperation.

Target Audience: Mid-to-senior level civilian and military representatives from the participant nation's MoD and armed forces.

Prerequisite: English Comprehension Level (ECL) score of 85.

MARITIME SECURITY & INTERDICTION OPERATIONS

INTERDICTION OPERATIONS: MARITIME AND GROUND EMERGING TECHNOLOGIES AND METHODOLOGIES (MASL: IN-RESIDENCE: P170377; MET: P309377)

Description: 10-day course tailored for military officers and civilian employees explores emerging technologies and methodologies of interdiction operations including remote sensing, detection, identification, tracking, shared situational awareness across distributed networks, and multiple stakeholders including naval and maritime forces, special operations forces, and civilian police forces for command and control and interdiction. Discussion of practical strategies for countering illicit trafficking of WMDs, narcotics, and humans is also included. This course includes case studies and hands on exercises to reinforce learning objectives. This course is offered both in-residence at NPS and in-country by a Mobile Education Team (MET).

Objective: Demonstrate to participants how to apply the benefits of tactical networking and collaboration in cyberspace to support national security and stability through WMD counter-proliferation, countering the transfer of illicit materials and the mitigation of sea-based attack through the transfer of chemical, biological, radiological or nuclear (CBRN) material.

Target Audience: Mid-to-senior level civilian and military representatives from the participant nation's MoD and armed forces.

Prerequisite: English Comprehension Level (ECL) score of 85.

MARITIME SECURITY COURSE (MASL: IN-RESIDENCE: P170018; MET: P309352)

Description: 4-week course tailored for coalition military officers, civilian law enforcement, and civilian leadership a foundational knowledge of the international maritime security environment, an understanding of tools and technology for cross organization and agency coordination to provide maritime security, and the ability to build the foundation for institutional integrity and the technical systems for maritime security. This course is offered both in-residence at NPS and in-country by a Mobile Education Team (MET).

Curriculum Descriptions (Continued)

Objective: Familiarization with the threats and vulnerabilities of maritime networks, understand the concept of maritime commons and the impact on global trade, and understand the foundational measures necessary to establish maritime security in a global environment.

Target Audience: Mid-to-senior level civilian and military representatives from the participant nation's MoD and armed forces.

Prerequisite: English Comprehension Level (ECL) score of 85.

PEACE SUPPORT OPERATIONS

PEACE SUPPORT OPERATIONS MODELING (PSOM) STAGE 1: COMPREHENSIVE INTRODUCTORY SIMULATION/MODELING EXERCISE (MASL: IN-RESIDENCE: P170374, MET: P309374)

Description: 1-week course using the Peace Support Operations Model (PSOM) to place participants in a realistic peace support operations (PSO) environment. PSOM is targeted to enhance staff capacity and to better train, equip, and prepare a partner nation to support and contribute to multinational PSOs, which reduces the burden on the U.S. and increases the effectiveness and interoperability of security partners.

Objective: Participants develop awareness for the value of modeling and simulation through the use of PSOM. Through a developed scenario build and strengthen staff planning skills, gain understanding of the complex nature of PSO environments and recognize the special considerations which must be taken into account in those situations. Measure current levels of staff planning capabilities.

Target Audience: Mid-to-Senior level military officers of participants' armed forces

Prerequisite: English Comprehension Level (ECL) score of 85.

PEACE SUPPORT OPERATIONS MODELING (PSOM) EXERCISE AND SKILLS SUSTAINMENT (MASL: IN-RESIDENCE: P170375, MET: P309375)

Description: This 5-day course is designed for participants already familiar with the Peace Support Operations Model (PSOM). Designed to enhance the knowledge gained from Stage 1, this course links education and training objectives contributing to the integration of the U.S. and its security partners. Building on skills attained in Stage 1 this course is tailored to address the participating nation's requirements in the areas of PSO, staff planning, and coordination.

Objective: Provide participants a realistic, human-in-the loop simulation in which the outcomes of exercise decisions can be immediately seen and analyzed. Provide structured environment for military staffs to engage in planning and coordination activities to identify areas of strength and needs for improvement.

Target Audience: Mid-to-Senior level military officers of participants' armed forces

Prerequisite: English Comprehension Level (ECL) score of 85 Peace Support Operations Modeling (PSOM) Stage 1: Comprehensive Introductory Simulation/Modeling Exercise

Curriculum Descriptions (Continued)

STRATEGIC COLLABORATION & LEADERSHIP

COLLABORATIVE STRATEGIC LEADERSHIP IN COMPLEX ENVIRONMENTS

Description: This course engages participants in a hands-on approach to inter-agency and intra-agency collaborative leadership through multiple plenary presentations, facilitated exercises, and small working group sessions. It is designed as a module including collaborative strategic planning, strategic communication, and cooperative leadership. This program can be applied to a number of complex environments to address the challenges and needs of any disparate group of organizations that need to collaborate and cooperate in order to achieve a mission that is too large for any single agency or organization to accomplish successfully.

Objective: Develop a systematic approach to inter-agency and intra-agency collaboration, apply strategic communication principles to aspects of the particular complex environment, develop and adopt a shared approach for strategic communication across stakeholder groups to enable more effective comprehensive approach.

Target Audience: Mid-to-Senior level military, civilian, and NGO representatives from the key stakeholder group of organizations operating within a complex environment.

MARITIME SECURITY & INTERDICTION OPERATIONS

HUMANITARIAN LOGISTICS FOR EMERGENCY RESPONSE, DISASTER RECOVERY AND PANDEMICS

Description: This 10-day course tailored for military officers and civilian employees engages participants in hands-on logistics and strategic communication planning for emergency response, disaster recovery and pandemic situations. Topics include logistics planning, collaborative strategic planning, strategic communication, and cooperative leadership, with specific focus on the logistical challenges faced in HA/DR and pandemic situations. This course addresses the challenges and needs of any disparate group of organizations that need to collaborate and cooperate in order to achieve a mission that is too large for any single agency or organization to accomplish successfully. This hands-on course is delivered through multiple plenary presentations and incorporates daily case study work, facilitated exercises, and culminates in a hands-on capstone exercise to reinforce learning objectives

Objective: Develop a systematic approach to strategic communication and logistics planning, apply strategic communication and logistic planning principles to aspects of HA/DR and pandemic response, develop and adopt a shared approach for strategic communication across stakeholder groups.

Target Audience: Mid-to-senior level representatives from the participant nation's military, humanitarian agencies, disaster response/disaster relief agencies, and NGOs.

Prerequisite: English Comprehension Level (ECL) score of 85 for in residence courses.

WOMEN IN DEFENSE POLICY

Description: This 5-day course tailored for military officers and civilian employees helps to develop individual and institutional capacity at the strategic levels of defense organizations in order to promote effective defense policy and decision-making. This capacity is built by educating, training, and building intellectual thought on defense policy issues; eliminating obstacles for women to lead in strategic level, decision-making defense positions; and preparing institutions to create a culture of acceptance/inclusion. Instruction will focus on two core themes—leadership and gender policy—and utilize case studies throughout the course. The leadership core includes instruction on concepts such as organizational behavior, institutional change, and risk management, while the gender policy core incorporates teaching on topics such as diversity, NATO and UN directives, and gender in the operational context. Course is offered both in-residence at NPS and in-country by a Mobile Education Team.

Curriculum Descriptions (Continued)

Objective: Participants will understand the strategies, best practices, and purpose of including women in defense policy and decision-making positions to increase individual and institutional capacity.

Target Audience: Mid-to-senior level civilian and military representatives, both men and women, from the participant nation's MoD, armed forces, and other defense-related organizations.

Prerequisite: English Comprehension Level (ECL) score of 85 for in residence courses.

Leadership



Dr. Peter Purdue

Vice Provost, Special Initiatives; Dean, Graduate School of Operational and Information Sciences; and Executive Director, USPTC Program Office

Peter Purdue joined the faculty of the Naval Postgraduate School in 1986. Prior to joining NPS, he taught statistics, probability, and operations research courses at the University of Kentucky and was Program Director for Statistics and Probability at the National Science Foundation, Washington, D.C. At NPS, he has served as Professor and Chairman in the Operations Research Department; as Dean of the Division of Operational and Applied Sciences; as Dean of the Division of Operational and Policy Sciences; as Associate Provost for Strategic Planning/Special Projects at the NPS; and as Associate Dean of Research and Special Advisor to the Provost. He currently serves as the Dean of the Graduate School of Operational and Information Sciences and as Vice Provost for Special Initiatives, which includes his responsibilities as the USPTC Executive Director. Dr. Purdue received a Bachelor of Science in Mathematics and Chemistry from the University of London (1967) and a Master of Science (1969) and Ph.D. (1972) in Statistics from Purdue University.



Mr. Thomas Hazard

Deputy Vice Provost, Special Initiatives, and Director, USPTC Program Office

Tom Hazard joined the faculty of the Naval Postgraduate School in 1992. His responsibilities include strategic planning and operational oversight for international outreach and partnering efforts, business process review, and innovative approaches to leveraging education and research resources for integration across Department of Defense, State Department, and NATO partner capacity building goals and objectives. A native of California, Mr. Hazard received his Bachelor of Arts in business management from California State University Fullerton, and his master's in systems management at the University of Southern California. As a former Marine Corps Aviator with over 38 years of Military/Department of Defense experience in training and education, Mr. Hazard possesses a broad range of organizational and business management skills. His civilian awards include the Joint Chiefs Meritorious Civilian Medal, the Navy Meritorious Civilian Medal, and the Navy Superior Civilian Service Medal.

Mission

Develop, execute and manage the Department of the Navy's Security Assistance and Security Cooperation training and education programs that support the U.S. security strategy in building partner capacity in order to build and strengthen enduring international partnership. Our efforts include:

- Program administration and management
- Financial management
- Program coordination with centers of learning and development

In a continued effort to lead, direct, and manage SA/SC programs and resources to support national security objectives, NETSAFA will strive to:

- Build relationships that promote U.S. interests
- Build allied and partner capacities
- Strengthen and expand alliances and partnerships
- Promote relevant information sharing and exchanges of mutual security concerns
- Promote peacetime and contingency access for U.S. forces.

NETSAFA manages the Navy's Security Cooperation/Security Assistance international education and training programs. Established in 1986 as a field activity of the Naval Education and Training Command (NETC), the command is responsible for the management and execution of US Navy training and education for international students. NETSAFA also supports the Navy International Programs Office (IPO) which is the primary source of DON policy regarding Security Cooperation international training and education, including program development, implementation, support of Foreign Military Sales, funding, and reporting.

The NETSAFA staff comprises 75 personnel plus contract support interacting regularly with Navy training management offices and learning sites, US Marine Corps and US Coast Guard international training managers, major staffs, Combatant Commanders, U.S. embassy staff abroad, and foreign government and military service officials. In FY11 over 5400 military and civilian personnel from 160 nations attended education and training activities at various learning sites in the US, as well as over 9,800 students attending courses conducted in the students' home nation by Navy exportable training teams. The total value of this effort was over \$141 million. In addition, NETSAFA supported training components of over 380 Foreign Military Sales cases, with a value of \$1.51 billion.



**Naval Education and
Training Security
Assistance Field Activity**

CAPT Douglas E. Heady,
USN, Commanding Officer

CDR Christopher Heaney,
USN, Officer-in-Charge
NETSAFA International
Training Center (NITC)

<https://www.netsafa.navy.mil>

pnsa_netsafa_helpdesk@navy.mil

850-452-8871 (Comm)
922-8871 (DSN)

250 Dallas St., Suite B
Pensacola, FL 32508-5269

Curriculum Descriptions

NETSAFA INTERNATIONAL TRAINING CENTER (NITC)

While carrying out its training management responsibilities, NETSAFA established the NETSAFA International Training Center (NITC), also located in Pensacola. NITC's goal is to enhance learning through formal classes, group discussion, and individual tutoring. The school is equipped with a state-of-the-art Specialized English Training (SET) lab, classrooms and study/work rooms, computer labs with simulator and interactive computer instruction programs, and various specialized science laboratory classrooms. Many of the courses can be tailored to meet the needs of our partner nation forces. The frequency, duration, and class convening dates are established based upon international customer demand.

NITC currently offers the following courses to its all-international student body.

BASIC AVIATION PREP MASL: P119311

Prepares international students for U.S. Navy Aviation training.

FOLLOW-ON AVIATION PREP MASL: P119355

Provides support designed to maximize success throughout the flight training program with emphasis in two areas:

- **Aviation Safety (PDET004)** prepares the student for Naval Aviation School Command post-graduate Aviation Safety Officer Program.
- **Physical Fitness and Water Survival (PDET006)** provides international students the opportunity to build body strength and water survival skills in order to perform the many physically demanding tasks encountered during officer and enlisted flight crew training programs.

BUD/S (BASIC UNDERWATER DEMOLITION/SEAL) & EOD (EXPLOSIVE ORDNANCE DISPOSAL) PREPARATORY MASL: PDET016

Preparatory MASL: PDET016

Provides physical conditioning and swim training to ensure students are able to meet the rigorous physical demands of their follow-on training.

FUNDAMENTAL SKILLS TRAINING MASL: P179610

Enhances students' fundamental academic skills and practical knowledge as needed in the following areas:

- | | |
|---------------------------|-------------------------|
| • Vocabulary | • Manual Use |
| • Reading Comprehension | • Science |
| • Mathematics | • Job Skill Orientation |
| • Graphics Interpretation | • Life Fitness |

ELECTRICITY AND ELECTRONICS MASL: P179612

Prepares students for electricity or electronics career fields by including basic principles of electricity and electronics, safety, and testing equipment.

MECHANICS MASL: P179613

Prepares students to enter the mechanical career field. This curriculum includes mechanical, fluid, and electrical power systems, power plants, support equipment, tools and their uses, and safety.

MANPOWER, PERSONNEL, TRAINING AND EDUCATION MASL: P179204

Provides international students with a forum that assists them in determining more efficient and effective management of manpower, personnel, training and education resources. The course includes two weeks of academic instruction and three weeks of orientation tours throughout Department of Defense facilities.

Curriculum Descriptions (Continued)

U.S. MARINE CORPS PREP MASL: P129600

Provides instruction in academics, leadership, and physical fitness, preparing students for the U.S. Marine Corps Basic Officers' School. This program of instruction can be tailored to meet the needs of any ground, combat arms, or security force training requirement.

MANAGEMENT INFORMATION SYSTEMS MASL: PDET002

Includes training in operating systems, word processing, database management, spreadsheets, graphics, networking, and the internet. This training is also embedded in the Storekeeper (P179614) and Instructor (P166309) courses.

INTERNATIONAL LOGISTICS STOREKEEPER MASL: P179614

Teaches the Storekeeper A School curriculum in an instructor-facilitated, computer-based format. Students also participate in focused orientation tours which provide a practical insight to supply procedures.

INTERNATIONAL INSTRUCTOR TRAINING MASL: P166309

Provides the student with the knowledge, skills, and tools required to excel in various military training capacities such as facilitator, stand-up presenter, subject matter expert, mentor, and administrator.

INTERNATIONAL ANTI-TERRORISM/ANTI-PIRACY MASL: P173002

International Anti-Terrorism/Piracy is a three and half week course, taught at the strategic/operational level, designed to acquaint attendees with the most up-to-date information on defenses to terrorism and piracy. The course provides military officers and civilian government officials with an overview of the latest developments in anti-terrorism/piracy actions being taken by governments, militaries and the private sector to defend against potential terrorist and pirate attacks and how to develop plans to meet those threats.

INTERNATIONAL PROFESSIONAL ENLISTED LEADERSHIP – (MASL P171039 M)

This course provides leadership education and training for international military personnel from E-5 to O-3 of all military services. IPAL combines the best aspects of time tested and proven leadership training with the latest state of the art educational methods. The course was designed first and foremost with a singular focus on enhancing the leadership capabilities and professional development of international military members. Core educational subjects such as leadership, personality profiling, instructor training, computer skills, physical training, time management and subordinate mentorship and counseling are addressed in detail by both classroom lecture and student exercises.

Professional Resources



Captain Douglas E. Heady, USN
Commanding Officer

Captain Heady was commissioned an Ensign in May 1986 after completing NROTC training at the University of Notre Dame where he earned a Bachelors of Arts in History. He was designated a Naval Flight Officer in February 1986 and reported to Fleet Replacement Training in the S-3B. Capt Heady completed numerous fleet tours while assigned to VS-31, CVW-17 and VS-22. Shore duty tours include assignment as an FRS instructor, STO Chief at USSOCOM Headquarters after attending the U.S. Naval War College. He served as the Commanding Officer of VS-22, Camp Commander of Al Asad Air Base in Iraq and as Operations Officer, USS Enterprise (CVN-65) where he also served as the Availability Manager during Enterprise's last major overhaul. Captain Heady assumed command as the 12th Commanding Officer of Naval Education and Training Security Assistance Field Activity (NETSAFA) in May 2011..



Commander Chris Heaney, USN
NITC Officer-in-Charge

Commander Heaney was commissioned as an Ensign in May 1990 after completing NROTC training at Vanderbilt University where he earned a Bachelor of Science degree in Economics. He was designated an Unrestricted Naval Aviator in January 1992, and reported to Fleet Replacement training in the CH-46D Sea knight helicopter. Following his first fleet tour, CDR Heaney qualified in the TH-57B/C training helicopter and served as an instructor pilot in CNATRA. He subsequently transitioned to the MH-60S Knight hawk multi-mission helicopter, deploying as Officer in Charge of a Search and Rescue detachment out of Norfolk, Virginia. CDR Heaney's shore duty tours include assignments as Aide to Vice Chief of Naval Education and Training, Chief Staff Officer for U.S. Joint Forces Command J6, and internships in the Departments of State and Homeland Security. He served as Commanding Officer of Helicopter Training Squadron EIGHT at NAS Whiting Field, FL before reporting as Air Boss onboard USS NASSAU (LHA 4).



Naval Small Craft Instruction and Technical Training School

*CDR John C. Cowan,
Commanding Officer*

www.navsoc.socom.mil/NAVSCIATTS

Command Duty Officer
Toll Free:
1-800-332-0143
Commercial phone
(228) 813-4050
DSN 823-4050

Operations: Ext. 12309,
12316, 34049.
Training: Ext. 12382.
IMSO: Ext. 12311, 12370.
PAO: Ext. 12352

Email:
scattstrng@nswstennis.navy.mil

Commanding Officer
NAVSCIATTS
2606 Lower Gainesville Rd
Stennis Space Center, MS
39529-7009

U.S. Naval Small Craft Instruction and Technical Training School (NAVSCIATTS) is located on the Pearl River near the Mississippi coast, 45 miles (72 kilometers) northeast of New Orleans. NAVSCIATTS professional bilingual instructor cadre, location, and variety of curriculum offer partner nation students some of the best small craft riverine, littoral and coastal small craft training anywhere in the world.

NAVSCIATTS students are hand-picked from their respective nations and display superior motivation and dedication. Each student learns specific craft skills as well as interacting with people, customs and cultures from many other nations. Our goal is to conduct safe and effective training, build sustainable relationships, and ultimately underpin and improve our support to Theater Special Operation Command engagement globally.

NAVSCIATTS prepares a CONUS in-resident training schedule each fiscal year based on projected requirements prior to the four annual Security Cooperation Education and Training Working Groups. This final schedule is forwarded to Naval Special Warfare Group Four for approval. The schedule is then used by Security Cooperation Officers around the globe to effectively plan CONUS in-resident NAVSCIATTS training class quotas at the annual theater Security Cooperation Education and Training Working Groups. Additionally, NAVSCIATTS works closely with each of the Naval Special Warfare Units via Naval Special Warfare Group Four to coordinate and plan specific country units which support the Naval Special Warfare Units and Theater Special Operations Commands' engagement objectives. To obtain quotas after completion of the annual Training Groups conferences, please forward requests directly to NETSAFA via the Security Assistance Network (SAN). The NETSAFA webpage can be found at: <https://www.netsafa.navy.mil>.

Mission

NAVSCIATTS conducts Foreign Internal Defense (FID) in support of Combatant Commanders in accordance with Commander, US Special Operations Command priorities using Mobile Training Teams (MTTs) and in-residence training to prepare partner nation forces to conduct small craft operations in riverine or littoral environments.

History

NAVSCIATTS traces its history to 1961 when a US Coast Guard Mobile Training Team was sent to the Panama Canal Zone as a result of agreements made during the Alliance for Progress Conference in San José, Costa Rica. During this initial deployment, the US Coast Guard recognized the need for a permanent training facility. In May 1963, the Coast Guard based the Small Craft Inspection and Training Team (SCIATT) at the US Naval Station, Rodman, Panama.

In June 1969, SCIATT was transferred to the US Navy, re-designated Small Craft Instruction and Technical Team, and placed under the direction of U.S. Naval Station, Panama Canal, as a department. At the time, NAVSCIATTS was one of three original Panama Canal Area Military Schools (PCAMS) whose mission was: "In conformance with the US Security Assistance Program, foster increased level of professionalism and readiness in the Naval and Coast Guard Forces of Latin America and Caribbean Island nations through formal courses of instruction and Mobile Training Teams in the operation of small craft including employment, maintenance, and logistic support."

With continual training demands and increasingly large enrollment, the school was informally established as a naval shore activity on October 19, 1982. OPNAVNOTE 5450 009B2E3/314089 of October 29, 1982, officially established NAVSCIATTS as a shore activity on U.S. Naval Base, Panama, effective October 19, 1982. NAVSCIATTS

History (Continued)

was assigned to Commander, Training Command Atlantic Fleet, a functional command for the Chief of Naval Education and Training (CNET). Continued success and further expansion led to NAVSCIATTS official establishment as a Naval Shore Command (the first Commanding Officer was Cmdr. Richard James Flanagan, USN) on July 21, 1983, under then-President Ronald Reagan's directives to enhance US security forces relationships in Latin America and the Caribbean.

NAVSCIATTS remained a component of CNET until disestablished in January 1999 (CNO LTR N09B22C/20 NOV. 1998) as a result of the closure of Rodman Naval Station in the Republic of Panama (Torrijos-Carter Treaty). The subsequent decision by US Special Operations Command (USSOCOM) and Naval Special Warfare (NSW) to take NAVSCIATTS as part of the "NSW Coastal and Riverine Training Center" concept led to a Fiscal Year 1999 Program Budget Decision (PBD) 715 signed December 21, 1998, assigning USSOCOM the responsibility to relocate, establish and operate NAVSCIATTS at NASA's John C. Stennis Space Center in Mississippi. An October 1, 1999, ceremony at Stennis Space Center shifted C2 from under CNET, re-established and commissioned NAVSCIATTS an echelon IV shore command OPCON and ADCON through Commander, Naval Special Warfare Center and Naval Special Warfare Command to USSOCOM.

In 2006, the Commander of USSOCOM assigned NAVSCIATTS the mission: "NAVSCIATTS conducts Foreign Internal Defense (FID) in support of Combatant Commanders in accordance with Commander, US Special Operations Command, priorities using Mobile Training Teams (MTTs) and in-residence training to prepare partner nation forces to conduct small craft operations in riverine or littoral environments."

Collocated with Special Boat Team Twenty Two on Stennis Space Center, NAVSCIATTS is situated on the NSW Western Maneuver Area (WMA) training range which is composed of some of the finest riverine and littoral training areas in the world. NAVSCIATTS' first day of classes was held January 10, 2000.

Following the Secretary of Defense's designation of USSOCOM as Joint Proponent for Security Force Assistance (SFA) on September 19, 2008, Naval Special Warfare Command decided on December 17, 2008, to shift NAVSCIATTS' immediate supervisor in chain (ISIC) from NAVSPECWARCEN to NSWG-4 effective April 1, 2009. This decision has resulted in improved maritime SFA training integration with Special Boat Team operational support to Naval Special Warfare Units, Theater Special Operations Commands, Combatant Commanders and Partner Nation maritime units worldwide.

NSWG-4's first 2009 Maritime Security Force Assistance Symposium culminated on October 1, 2009, with a commemoration ceremony of NAVSCIATTS' 10-year anniversary under USSOCOM, six months under NSWG-4 and designation of NSWG-4 as SFA proponent.

NAVSCIATTS currently offers 13 formal courses of instruction in English, Spanish and other languages during five in-resident training cycles, graduating as many as 90 partner nation international military students from across the globe during each training cycle. NAVSCIATTS also deploys Mobile Training Teams (MTTs) globally in support of Special Boat Team Joint Combined Exercise Training (JCET) worldwide. NAVSCIATTS has trained more than 9,000 students from 89 partner nations over the past four decades.

Curriculum Descriptions

STRATEGIC LEVEL SMALL CRAFT COMBATING TERRORISM COURSE MASL P145054

Objective: To expand military education to senior officers (O-6, O-5, O-4, and O-3 with justification and already working in an O-4 capacity/slot) or civilian equivalent leaders on the strategic theory of standing up, leading and operating a "Combating Terrorism" small craft unit, to include operational campaign design focusing on counter-terrorism, maritime domain control and counter-narcotics.

Length/Scope: This is a four-week, in-resident course offered in English only which consists of seminar-style instruction giving students the opportunity to examine the interplay between military/unit organizational culture and the effectiveness of counter-terrorism policy as it plays out at the operational and strategic levels across a

Curriculum Descriptions

range of different maritime-focused units. The course of instruction includes maritime security doctrine, operational command and control, training and readiness, organizational leadership, material craft and equipment suitability, logistics, maintenance sustainability, professional military education and maritime facilities infrastructure.

Target Audience: This course is designed for senior officers or civilian equivalents. In addition to the general prerequisites, students should be familiar with small craft operations, be assigned to a unit with a "Combating Terrorism" mission or in a government position with a "Combating Terrorism" focus. Students are also required to have an English Comprehension Level score of 80 or above. NAVSCIATTS will issue students the necessary safety and training equipment required for this course.

Additional Information: All students will be lodged off-base and will require a rental vehicle. Carpooling is highly encouraged. Military students are required to bring a formal uniform (for graduation and reception ceremonies), one or two business suits (for social events and travel), appropriate uniforms for classroom sessions, and civilian attire for travel and off-duty time. Civilian students are required to bring two or three business suits (for graduation and reception ceremonies), and appropriate civilian attire (for social events, travel, classroom sessions and off-duty time). All students will be issued laptops for the duration of this course only. Funding options for this course include CTFP, IMET, CD, INL, CT and FMS.

WATERBORNE INSTRUCTOR COURSE (RIVERINE)

MASL P145083

Objective: This is an advanced course offered to selected junior officers and senior enlisted personnel (graduates of the Basic Patrol Craft Officers Riverine Course (S-062-0019A) or personnel with an equivalent level of training needed to effectively carry out missions and provide training to members of their armed forces or civilian equivalent organizations whose primary mission is to interdict illicit contraband, conduct counter-narcotics operations or provide waterborne special operations support in riverine and littoral environments.

Length/Scope: This eight-week course provides students advanced skills and knowledge acquired through classroom lectures and progressive sequencing of full mission profile operational scenarios. Successful graduates will be able to perform and teach group individual tasks during day and night evolutions, basic life support, littoral navigation, water and land patrolling, intercepts, night vision goggle operations, board and search, immediate action drills, insert/extract and emergency procedures. This course is an attrition based course.

Target Audience: This course is offered by request on a special convening basis only. At a minimum, students should be in good health, with normal vision (20/20 with or without glasses), normal hearing and manual dexterity. Additionally, students should be able to read and comprehend basic writing and mathematical skills in the course session language (English or Spanish) and possess basic computer skills. Country Team Security Assistance Officers must provide written certification that each student selected was screened to attend the Waterborne Instructor Course Riverine and are able to lift a minimum of 40 pounds and perform strenuous physical exercise. (This can be done via the ITO's). Students will be required to successfully perform the following tests during the first week: perform a minimum of 42 push-ups in two minutes followed by a two-minute rest; perform a minimum of 50 sit-ups in two minutes followed by a two-minute rest; perform a minimum of 6 pull-ups (no time limit) followed by a ten-minute rest; and run 1.5 miles wearing running shoes in less than 15 minutes. Students must also demonstrate an ability to perform at a U.S. Navy 3rd Class Swim Test equivalent level to include appearing comfortable performing a basic crawl stroke, breast stroke and side stroke, in 25 yard intervals, for a total of 75 yards. Following this demonstration of stroke proficiency, the student must be able to float prone, while maintaining position, for five minutes and then transition to a back float before exiting the pool. Students must have the ability to float wearing all combat gear using required flotation equipment. This course is an attrition based course. Failure to meet the basic requirements will result in an academic drop.

WATERBORNE INSTRUCTOR COURSE (COASTAL) (NEW)

MASL P145062

Objective: This is an advanced course offered to selected graduates of the Basic Patrol Craft Officers Coastal Course (S-062-0063) or personnel with equivalent level of training which enables the student to master requisite skills needed to effectively carry out missions and provide training to members of their armed forces or civilian equivalent organizations whose primary mission is to interdict illicit contraband, execute counter narcotics operations or provide waterborne special operations support in coastal environments.

Curriculum Descriptions (Continued)

Length/Scope: This eight-week course provides International Military Junior Officers and Senior Enlisted personnel advanced training to operate small craft in a coastal environment by providing the students with advanced skills and knowledge acquired through classroom lecture and progressive sequencing of full mission profile operational scenarios. Successful graduates will be able to perform and teach group individual tasks during day and night evolutions, Basic Life Support, Coastal Navigation, Intercepts, Night Vision Goggle Operations, Board and Search, IAD's, Insert/Extract and emergency procedures. This course is an attrition course, with Drop on Request (DOR) procedures in place. Students must successfully complete each course training module prior to advancing to the next module.

Target Audience: This course is offered by request on a special convening basis only. All WIC-C eligible students must be prior NAVSCIATTS PCOC graduates or hold an equivalent qualification in small craft coxswain and navigation. At a minimum, students should be in good health, with normal vision (20/20 with or without glasses), normal hearing and manual dexterity. Additionally, students should be able to read and comprehend basic writing and mathematical skills in the course session language (English or Spanish) and possess basic computer skills. Country Team Security Assistance Officers must provide written certification that each student selected was screened to attend the Waterborne Instructor Course Coastal and are able to lift a minimum of 40 pounds and perform strenuous physical exercise. (This can be done via the ITO's). Students will be required to successfully perform the following tests during the first week. Physical Standards Test: Perform a minimum of 42 push-ups in 2 minutes, 2 minute rest; perform a minimum of 50 sit-ups in 2 minutes, 2 minute rest; perform a minimum of 6 pull-ups. Swim Test: swimmer must complete a 200 meter pool swim, in camouflage uniform and boots, utilizing the stroke of their choice. Following the demonstration of swim proficiency the student must be able to perform a 25 meter "buddy tow". Immediately following the buddy tow, swimmer will utilize their uniform pants as a floatation device for 5 minutes. Students must have the ability to float wearing all the combat gear using required floatation equipment. This course is an attrition based course. Failure to meet the basic requirements will result in an academic drop for the student.

PATROL CRAFT OFFICER COASTAL

MASL P145062

Objective: To provide students with specialized training in the employment, selection and operation of a Patrol Craft in littoral and coastal environments supporting interdiction, counter-terrorism and counter-narcotics operations.

Length/Scope: The course will consist of nine weeks of comprehensive classroom and underway coastal operations instruction utilizing 38-foot patrol boats. The training includes standard operating procedures to conduct day and night tactical waterborne craft employment using onboard electronics, night vision, GPS and RADAR. Additional topics include introduction to computerized navigation, navigation rules, aids to navigation, plotting, piloting, dead reckoning, over-the-horizon navigation (day and night), principles of communications, weapons safety and employment, rules of engagement, mission planning, maritime interdiction operations, insertions and extractions, board and search, close air support and a final Field Training Exercise in combination with the communications course exercise.

Target Audience: This course is designed for junior officers and senior enlisted personnel. In addition to the general prerequisites, students should be familiar with small craft operations and be in good physical condition. NAVSCIATTS will issue all students the necessary safety and training equipment.

PATROL CRAFT OFFICER RIVERINE

MASL P145909

Objective: To provide students the specialized training necessary to safely and effectively plan and execute patrol craft operations in riverine and littoral environments supporting interdiction, counter-terrorism and counter-narcotics operations.

Length/Scope: This nine-week course consists of instruction in patrol craft familiarization, first aid, mission planning, navigation, seamanship, proper use of GPS, grid maps, radar and night vision equipment, basic communications, principles of board and search, patrol formations, weapons training, patrol craft movement and formations during daylight and night time hours, insertion and extraction of forces, and immediate action drills. A final riverine Field Training Exercise is conducted in conjunction with the Patrol Officer's Communication Course to ensure that all students have accomplished course objectives.

Target Audience: This course is designed for junior officers and enlisted personnel. In addition to the general prerequisites, students should be familiar with small craft operations and be in good physical condition. NAVSCIATTS will issue all students the necessary safety and training equipment required for this course. Students are required to bring a set of boots and at least two sets of camouflaged utilities.

Curriculum Descriptions (Continued)

DIESEL SYSTEMS OVERHAUL AND MAINTENANCE

MASL P145907

Objective: To provide students with the training necessary to extend the service lifecycle of small craft diesel engines.

Length/Scope: This eight-week course consists of detailed instruction on 6V92 TA Detroit Diesel engine specifications and characteristics, operating principles, lubrication, cooling and air and fuel systems. Training includes a complete overhaul including disassembly, troubleshooting, inspection, cleaning, repair, tune-up and reassembly of the 6V92 TA Detroit Diesel engine, twin disc transmission maintenance, service and practical application techniques. In addition, students will learn about tools and their uses, precision measuring instruments and shop safety. The principles learned here can be applied to all diesel engines.

Target Audience: This course is designed for junior officers and enlisted personnel. In addition to general prerequisites, students should exhibit average mechanical aptitude. NAVSCIATTS will issue all students the necessary safety and training equipment required for this course to include two coveralls and one pair of steel toe boots.

PATROL CRAFT HULL MAINTENANCE

MASL P145903

Objective: To provide students the basic training required to perform structural repairs and preventative maintenance to steel, aluminum, fiberglass and inflatable hull small craft at the apprentice level.

Length/Scope: This eight-week course consists of instruction in hand tools, oxyacetylene cutting, welding and brazing techniques, electric arc and aluminum MIG welding and fiberglass and inflatable boat repair. Practical applications of techniques are employed in all areas of instruction to accomplish course objectives.

Target Audience: This course is designed for junior officers and enlisted personnel. In addition to general prerequisites, students should be familiar with engineering or repair duties. NAVSCIATTS will issue all students the necessary safety and training equipment required for this course to include two coveralls and one pair of steel toe boots.

OUTBOARD MOTOR MAINTENANCE AND OVERHAUL

MASL P145906

Objective: To provide students the training required to maintain and overhaul outboard motors.

Length/Scope: This eight-week course consists of engineering fundamentals, shop safety, precision measuring and special tools, lubricants and cleaning agents, internal combustion theory, electrical and fuel systems, preventive maintenance and troubleshooting and gear case and power head overhaul. Practical application techniques train the student to reference the manufacturer's technical manual using Bombardier 150HP fuel injected outboard motors as training aids.

Target Audience: This course is designed for junior officers and enlisted personnel. In addition to general prerequisites, students should exhibit average mechanical aptitude. NAVSCIATTS will issue all students the necessary safety and training equipment required for this course to include two coveralls and one pair of steel toe boots.

INTERNATIONAL SMALL ARMS MAINTENANCE

MASL P145904

Objective: Objective: To provide students with basic training required to repair and perform routine preventative maintenance on patrol craft and crewmember weapons systems.

Length/Scope: This four-week course consists of instruction in various individual small arms and patrol craft mounted weapons to include but not limited to the M9, M1911A1 and P226 pistols, M14, M16, Galil and AK47 rifles, Mossberg 500A1 shotgun, M79, M203 and MK19 MOD3 40 MM grenade launchers, M240B, M249, M60E, and M2 HB .50 machine guns. The course also focuses on weapon and ammunition fundamentals. Practical application techniques include malfunction analysis, disassembly, inspection, cleaning and troubleshooting on all weapons.

Curriculum Descriptions (Continued)

Target Audience: This course is designed for junior officers and enlisted personnel. In addition to general prerequisites, students should be familiar with weapons maintenance duties and exhibit average mechanical aptitude. NAVSCIATTS will issue all students the necessary safety and training equipment required for this course to include two coveralls and one pair of steel toe boots. This course can be tailored to meet any partner nation's specific needs.

INSTRUCTOR DEVELOPMENT COURSE

MASL P145905

Objective: To provide students the personal skills required to conduct formal training in a classroom or lab environment.

Length/Scope: This two-week course consists of planning learning objectives, development of lesson topic guides, methods and techniques of instruction and effective classroom communication with an emphasis on practical applications. Students will give a minimum of six practical oral presentations that will be videotaped and critiqued by instructors and classmates for enhanced learning and attainment of course objectives.

Target Audience: This course is designed for junior officers and enlisted personnel who will be assigned to a supervisory or instructor position. Students will utilize information from the completed NAVSCIATTS course as source material for practical application within the Instructor Development Course. NAVSCIATTS will not issue any uniforms for this course.

RULE OF LAW AND DISCIPLINED MILITARY OPERATIONS

MASL P176036

Objective: To provide students with instruction on the rule of law, its impact on human rights and how these considerations fit into planning and conducting military operations.

Length/Scope: This one-week course includes considerations of such fundamental concerns as rules of engagement, laws of armed conflict and the role of a military justice system in accomplishing military objectives.

Target Audience: This course is designed for junior officers and enlisted personnel. This instruction qualifies as expanded IMET (E-IMET) training and is taught by Judge Advocate General's Corps (JAG) officers from the Defense Institute of International Legal Studies (DIILS).

INTERNATIONAL TACTICAL COMMUNICATIONS COURSE

MASL P145000

Objective: To provide students with the required instruction and field training to plan and conduct communications.

Length/Scope: This five-week course consists of communication theory, programming and operation of HF, VHF and UHF communication equipment as well as ancillary information required of communicators. Course modules will include frequency prediction, antenna selection and construction, data communications, troubleshooting, field hints, GPS equipment and communications operations planning. Practical application will test skills learned and includes conducting short, medium and long range communication drills in diverse terrains and locations. Students will participate in a series of Final Training Exercises integrated with the NAVSCIATTS Patrol Craft Officer course.

Target Audience: This course is designed for junior officers and enlisted personnel. Students must have normal manual dexterity and vision (correctable to 20/20) and have the ability to lift and carry 40 pounds (18.18 kilograms) of equipment. In addition, students must have basic computer skills, ability to perform basic mathematical calculations and comprehend technical terms. NAVSCIATTS will issue all students the necessary safety and training equipment required for this course. Students are required to bring a set of boots and at least two sets of camouflaged utilities.

COMBAT LIFESAVER COURSE

MASL P122000

Objective: To provide selected non-medical international military students specialized training in advanced lifesaving skills and measures as a secondary mission to their primary combat mission.

Length/Scope: This two-week course is designed to provide students with advanced lifesaving skills to include hemorrhage control, maintaining airways, managing penetrating chest injuries, managing shock casualties, heat injuries and burn casualties, splinting techniques, evacuating casualties and casualty assessment. Training will be accomplished through a combination of classroom and practical application exercises.

Curriculum Descriptions (Continued)

Target Audience: This course is designed for junior officers and enlisted personnel. Students must have normal manual dexterity and vision (correctable to 20/20) and have the ability to lift and carry 40 pounds (18.18 kilograms) of equipment. NAVSCIATTS will issue all students the necessary safety and training equipment required for this course. Students are required to bring a set of boots and at least two sets of camouflaged utilities.

FIELD STUDIES PROGRAM

To augment the student's training, NAVSCIATTS, in conjunction with Navy IPO, organizes educational trips through the Field Studies Program (FSP). Points of interest include local businesses and civic activities in Southern Mississippi, Louisiana, Alabama and Florida. The aim is to ensure that international military students return to their homeland with a better understanding of the responsibilities of governments, militaries, and citizens to protect, preserve, and respect the rights of every individual and an understanding of the roles and interrelationships of a culturally, ethnically, economically, and socially diverse population in a democratic society.

STUDENT SPONSORSHIP PROGRAM (NEW)

The Naval Small Craft Instruction and Technical Training School (NAVSCIATTS) Student Sponsorship Program is a new and exciting U.S. Navy community outreach program designed to provide American citizens and their families a unique opportunity to meet and interact with International Military Students who are training with Naval Special Warfare Command at Stennis Space Center, Mississippi.

The goal of the Student Sponsorship Program is to allow students to experience not only superb training and our formal Field Study Program, but also enjoy hospitality and informal interaction with American citizens from the local community. Sponsors enhance the student's time in America by sharing culture and other experiences. At the same time, sponsors have an opportunity to learn more about the world we live in and meet new and interesting people from around the globe.

MOBILE TRAINING TEAMS

NAVSCIATTS specifically tailors courses for instruction within a host nation and utilizes Mobile Training Teams (MTTs) to provide this training. MTTs can be conducted in English or Spanish, or in the host nation's language through the use of an interpreter. The host nation can request an MTT via a U.S. Security Cooperation Officer (SCO) or the SCO can initiate the process. The SCO's "call-up" training request message should include the following Plain Language Addressees (PLADs):

TO: AOR COCOM (i.e. USEUCOM, USSOUTHCOM, USNORTHCOM, USPACOM, USCENTCOM, USAFRICOM)
 HQ USSOCOM MACDILL AFB FL
 USMILGP (CITY/COUNTRY)
 NETSAFA PENSACOLA FL
 INFO COMNAVSPECWARCOM CORONADO CA//N3//
 COMNAVSPECWARGRU FOUR
 NAVSCIATTS STENNIS SPACE CENTER MS
 SUBJ: CALL-UP MESSAGE FOR NAVSCIATTS MTT

Please use the following MTT MASL numbers:

All Site Surveys (PDSS) – MASL P309171
 All Riverine and Littoral Operations – MASL P309172
 All Maintenance Operations – MASL P309173

When requesting MTTs, a minimum of 180 days prior to execution date is requested on all call-up messages. The MTT will be conducted 60-90 days after completion of the PDSS. Deployment Orders (DEPODs) may be required by the Combatant Commander depending on the type of funding. Refer to the Joint Security Assistance Training (JSAT) for further guidance (SECNAVINST 4950.4A).

Call the NAVSCIATTS Operations Department to further enquire about MTTs: (228) 813-4050, ext. 12356 and 12345. DSN 823.

Mission

The NATO School Oberammergau conducts education and individual training in support of current and developing NATO operations, strategy, policy, doctrine and procedures

Vision

Global leader in international military education and individual training

History

The NATO School Oberammergau (NSO) is located inside the Hötzenhof Kaserne complex in the beautiful village of Oberammergau, Germany. The barracks were built in 1935 and occupied on 16 October 1937 by soldiers of the 54th Mountain Signal Battalion, part of the 1st German Mountain Division. Their mission was "to defend communication lines during times of war and to destroy or jam enemy communications". The Battalion deployed to the Balkans theatre during World War II. In 1943 the Kaserne was used by the Messerschmitt Company that moved their Head Office and Planning Departments from Augsburg in an effort to avoid the Allied bombing campaign. Their main work concerned the development of rocket driven engines and the start of variable wing tip technology. Some of this work was conducted in a cave complex dug into the Lamer mountain some 150 metres to the south of the present main school buildings. On 29 April 1945 the 409th US Infantry Regiment of the 103 Infantry Division occupied Oberammergau and assumed responsibility for the Kaserne.

One of the early post war users of the Kaserne was the US 6819th Army Information Education Staff School. Originally established in 1944, the role of this school was to develop a framework for adult education throughout the US Army in Europe and took the form of an early "Train the Trainer" programme. A European Theatre Intelligence School was established at Oberammergau in January 1946, with language training in German, Russian, Czechoslovakian, Serbo-Croatian, Polish and Hungarian all on the curriculum by April of that year. In 1948 a Military Police School (recently been established at Sonthofen) moved to Oberammergau and was consolidated with the Intelligence School.

The genesis of the NATO School came in 1953 when General Mathew B. Ridgeway, then Supreme Allied Commander Europe (SACEUR), directed the Special Weapons Branch of the US Army Intelligence and Military Police School at Oberammergau to teach 2 courses on strategy and related developments of conventional and nuclear weapons to Allied officers and senior civilians. These courses were: First, an Orientation course of three or four days duration for Senior Allied Commanders and, second, a more detailed course of two weeks to qualify key staff officers for the necessary planning for the tactical use of and defence against nuclear weapons. In December 1955, the Special Weapons Branch moved into a new building and to further facilitate the NATO programme, Supreme Headquarters Allied Power Europe (SHAPE) installed simultaneous translation equipment in June 1956.

On 1 October 1960 the US Army School Command, Europe was consolidated at the Kaserne and consisted of 4 schools: Intelligence School, Military Police School, Special Weapons School, and Weapons Assembly School.



NATO School

*COL Mark Baines, USA
Commandant*

www.natoschool.nato.int/

Am Rainenbichl 54, 82487
Oberammergau, Germany

Phone numbers:
PAO +49-8822-9481-1050
Student Administration
+49-8822-9481-4477

History (Continued)

In 1966, the US Army Special Weapons School became the NATO Weapons Systems Department and was placed under the operational control of SACEUR. The curriculum was expanded and additional courses were introduced. In 1972, the Department became the NATO Weapons Systems School. The School remained under the operational control of the SACEUR, but was designated as a separate, joint-service, multinational United States European Command activity. The School received its charter and the name "NATO School (SHAPE)" in 1975. Between 1970 and 1990 the school expanded its curriculum from 6 to 23 courses as NATO recognised the value of standardised education for members of the Alliance. The school experienced a further growth in the curriculum after the fall of the Warsaw Pact, and the advent of the Partnership for Peace and other partnering initiatives. In 2011 the school offered over 100 different residential courses.

The NSO welcomes Conferences and Seminars on defence related issues and it conducts Mobile Education and Training at dispersed locations as one of its core competencies. The school complements its education programme with currently 34 online courses and maintains a Web Portal to facilitate Advanced Distributed Learning and online collaboration.

In June 2003 during a Transfer of Authority Ceremony, the School received its present name: "NATO School Oberammergau". The school receives its education and training guidelines from Allied Command Transformation (ACT) located in Norfolk, Virginia, USA. An expanding curriculum has prompted the need for increased facilities, and NSO has undertaken 2 recent major improvement projects in 2005 and 2011.

As an MOU-based organisation, Germany and the United States European Command (USEUCOM) contribute facilities and logistics support. Germany and the US form the majority of our approximately 190 strong staff and faculty, with 24 other NATO and partner nations assigning staff in the form of Voluntary National Contributions. The School's operating budget is highly dependent on the tuition fees of our students, and in this regard the NSO is essentially self-supporting.

Since 1953, more than 200,000 Officers, Non-Commissioned officers and civilians from NATO and Partner Nations as well as from a large number of International Organisations have attended courses at the School. In 2011 more than 10,000 students from 73 different nations took part in NSO educational activities.

Today NATO School Oberammergau aspires to be a Global Leader in Multinational Military Education and Individual Training. It conducts education and training in support of current and developing NATO operations, strategy, policy, doctrine and procedures. Resident courses of instruction in five main disciplines: Intelligence, Surveillance, Target Acquisition and Reconnaissance (ISTAR), Joint Operations, Weapons of Mass Destruction (WMD), Policy and NCO Programmes (NCOP). Most courses are one week duration and there are many subjects from which to choose. Teaching is conducted by Subject Matter Experts drawn from the NSO staff, the NATO Command Structure, Civilian Academics, and Governmental and Non-Governmental Organisations.



Curriculum Descriptions

INTELLIGENCE, SURVEILLANCE, TARGET ACQUISITION AND RECONNAISSANCE (ISTAR) DEPARTMENT

N2-02, "NATO INTELLIGENCE COURSE" (NS)

Aim: To familiarize NATO and national staff with NATO Intelligence organization, operations, architecture, requirements and procedures sets.

N2-03, "NATO INTELLIGENCE COURSE" (NS)

Aim: To provide analytical education to new NATO Intelligence analysts

N2-04, "NATO OPEN SOURCE INTELLIGENCE COURSE" (NS)

Aim: To provide analytical education to new NATO Intelligence analysts.

N2-04, "NATO OPEN SOURCE INTELLIGENCE COURSE" (NS)

Aim: To educate NATO and national intelligence analysts about Open Source Intelligence (OSINT) operations, techniques, requirements and procedures.

N2-06, "NATO CJ2X" (NS)

Aim: To train and educate NATO and national staff with NATO CJ2X organization, operations and procedures, with a specific focus on the current NATO Theatres of Operations.

P3-08, "NATO OPERATIONS PLANNERS' (PSYOPS) COURSE" (NR Rel PfP/EU)

Aim: To provide students from National, Joint or Combined Organizations knowledge about PSYOPS contributing to NATO operations, and enable understanding of PSYOPS in operational level planning procedures. This is a two week courses.

N2-09, "ISAF PRT COURSE" (NR Rel ISAF)

Aim: To ensure that personnel deploying to ISAF Regional Commands and Provincial Reconstruction Teams (PRTs) possess a common knowledge and broad understanding of the current situation in Afghanistan, the ISAF mission and more specifically the PRT role; become familiar with the Afghan environment, the SOPs and standard reporting procedures; possess familiarity with their assigned functional areas; and to facilitate integration of ISAF and PRT personnel prior to deployment to Afghanistan.

N2-12, "NATO COLLECTION COORDINATION AND INTELLIGENCE REQUIREMENTS MANAGEMENT COURSE" (NS)

Aim: To familiarize NATO and NATO Nations personnel with a foundation in the policies, concepts, principles and current practices related to Collection Coordination and Information Requirements Management (CCIRM) in NATO.

N3-16, "NATO SENIOR OFFICERS INFORMATION OPERATIONS ORIENTATION COURSE" (NS)

Aim: To enable discussion with Senior Officers from national, joint or combined organizations NATO concepts on ensuring message consistency in operations, in particular Strategic Communications, Military Information Operations, and the relationship to other communication capabilities and functions.

N3-17, "NATO CONVENTIONAL TARGETING COURSE" (NS)

Aim: To familiarize NATO and invited nation's students with the Joint Targeting Cycle per AJP 3.9 and related issues. The course focuses mainly on conventional Air to Surface targeting issues. Non-lethal and component targeting issues are also discussed. This is a two week course.

N3-19, "NATO INFORMATION OPERATIONS COURSE" (NS)

Aim: To educate and train students from national or NATO commands with an introduction on NATO policy, doctrine, and concepts on Info Ops in support of military operations. This is a two week course.

Curriculum Description (Continued)

N3-21, "NATO JOINT ELECTRONIC WARFARE COURSE" (NS)

Aim: To provide students from national, joint or combined organizations with a working knowledge of NATO EW concepts, organization, technology and operations.

N3-22, "NATO OPERATIONAL ELECTRONIC WARFARE COURSE" (NS)

Aim: To prepare students from national or NATO organizations to be effective NATO Electronic Warfare (EW) Staff officers, EW Co-ordination Cell members or SEWOC members by providing instruction on the planning and conduct of EW in support of the full spectrum of NATO operations. This is a two week course.

N2-23, "NATO ISAF INTELLIGENCE ORIENTATION (I20C) COURSE" (NS ReI ISAF)

Aim: To prepare ISAF CJ2 staff augmentees to conduct intelligence operations in support of International Security Assistance Forces (ISAF).

N3-28, "ACO TACEVAL AIR AND ASACS OPERATIONS EVALUATOR COURSE" (NR ReL PfP)

Aim: To train officers and NCOs selected to become Air and ASACS operations evaluators with the criteria and guidelines to conduct evaluation functions in the area of Air or ASACS operations during ACO Tactical Evaluations. Completion of this course enhances the qualification of the evaluator and reduces the number of required evaluations Under Training (UT) prior to becoming a fully qualified evaluator and helps to ensure the standardized application of evaluation and grading procedures and guidelines throughout ACO.

N2-47, "NATO INTELLIGENCE WARNING SYSTEM (NIWS) COURSE" (NS)

Aim: To train intelligence analysts from NATO headquarters' and NATO nations how to implement the intelligence methodology of Indicator Based Intelligence Analysis; an analytic method used by NATO HQs and NATO nations in the conduct of intelligence analysis, assessment, and production.

M2-48, "NATO GEOSPATIAL ORIENTATION COURSE" (NGOC) (NU)

Aim: To provide a foundation in the policies, concepts, principles, current practices, and interoperability issues related to Geospatial support within NATO.

N2-96, "NATO IMAGERY AND IMINT ORIENTATION COURSE" (NS)

Aim: To familiarize NATO students with approved Joint Munitions Effectiveness Manual (JMEM) Weapon engineering methodologies to conduct weapon engineering and capabilities analysis, as well as to provide training in NATO approved US Collateral Damage Methodology.

N3-97, "NATO JOINT WEAPON ENGINEERING AND COLLATERAL DAMAGE ESTIMATION COURSE" (NS)

Aim: To familiarize NATO students with approved Joint Munitions Effectiveness Manual (JMEM) Weapon engineering methodologies and resources to perform probabilities of damage and force structure requirements.

The course is 2 weeks in length, with the first week being weapon engineering basics and JMEM, and the second week focused on CDE methodology/training. The second week also has a 3 hr test which the student must pass with a minimum of 80% in order to receive the certificate of completion for the CDE portion. Students will receive a certificate for completion of the overall course regardless of whether they pass the test.

M6-108, "NETWORK SECURITY COURSE" (NU) (*NEW COURSE FOR 2012*)

Aim: To provide a thorough understanding of network security through a "bits-in-transit" approach to all the dominant terminology, principles and technologies. Scoping in this manner permits the delivery of a cohesive course of instruction on network security's core principals, to include the "risk equation", "defence in depth", and what types of attacks exist. Supporting topics include defining what a network is, exploring Routers, Routing & ACL Basics, Traffic Analysis, Perimeter Defence & NIDS Weaknesses, Authentication, and Virtual Private Networks.

This course involves one week resident training at NATO School followed by 8 weeks of distance learning followed by one more week at NATO School.

Curriculum Descriptions (Continued)

M6-109, "NETWORK VULNERABILITY ASSESSMENT COURSE" (NU) (*NEW COURSE FOR 2012, FORMALLY THE M6-89 COURSE*)

Aim: To involve students directly with the methodologies and techniques used for vulnerability assessments and follow on mitigation. These methodologies will be reviewed in-depth as they are applied from the vantage point of an evil hacker. Common vulnerabilities will also be studied. Lab exercises will be used to improve the student's detailed knowledge of security threats and the methods used to exploit them; leading them to knowledge on the methodologies and motives used by those who will attack the networks they may someday have to defend. This course involves one week resident training at NATO School followed by 8 weeks of distance learning followed by one more week at NATO School.

M6-111, "NETWORK TRAFFIC ANALYSIS" (NU) (*THIS COURSE WILL BE OFFERED BEGINNING IN 2013*)

Aim: To build upon the Network Security Course by focusing on the analysis of actual network traffic, thereby providing students with a deeper understanding of network protocol behaviour. The student will ultimately be able to intelligently distinguish "normal" from "abnormal" (likely malicious) online/network behaviour and recommend a mitigation plan. Students will be instructed on the utilization of a protocol / traffic analyzer as he or she reviews either "live" or pre-recorded traffic for impending, realized configuration errors or malicious attacks. Students will become familiar with configuration error and malicious attack indications, enabling them to develop a forensic explanation.

This course involves one week resident training at NATO School followed by 8 weeks of distance learning followed by one more week at NATO School.

M3-120, "INTRODUCTION TO MARITIME SECURITY" (NU) (*THIS COURSE WILL BE OFFERED BEGINNING IN 2013*)

Aim: To provide students from NATO/partner nations a common understanding of the International agreements and strategic documents concerning Maritime Security; the threats to and vulnerabilities of maritime networks; measures necessary to mitigate those threats including maritime domain awareness, organizational and platform resources, and a legal domain to prosecute those threats; introduction to various maritime risk assessment models; and maritime security planning.

This course is the first course of the four courses which are part of the **International Maritime Security Certificate Program** that the NATO School and Naval Postgraduate School, the US Partnership Education and Training Center (USPTC) will initiate in 2013.

This course involves one week resident training at NATO School followed by 8 weeks of distance learning followed by one more week at NATO School.

Note: Funding is available for non-US students who want to take the course at the NATO School through International Military Education and Training Program (IMET) and participants should apply at the US Embassies in their respective countries. Please contact Ms. Liliana Serban, Naval Postgraduate School (NPS) Liaison Officer at the NATO School for more details, at: serban.lilian@natoschool.nato.int

EXPEDITIONARY INTELLIGENCE TRAINING CENTRE

N2-00, "ISAF COIN INTELLIGENCE COURSE" (NS)

Aim: To familiarize NATO and ISAF contributing nations with the ISAF COIN strategy, tactical intelligence in COIN (from Patrol to RC level), intelligence organization, synchronizations, coordination, dissemination, operations, architecture, requirements, procedures, tactical ISR process, intelligence support to tactical targeting, intelligence in district stability and all aspects of cultural to intelligence personnel in tactical units (from Company to Regional Command level).

Curriculum Descriptions (Continued)

N2-105, "ISAF COMMANDER'S INTELLIGENCE OPERATIONS COURSE" (NS)

Aim: To focus on: the commander's commandments for intelligence; tenets and fundamentals of intelligence / effective intelligence; training tips for commanders and intelligence staff; understanding challenges for intelligence regarding Afghan culture and power structures, insurgency, and COIN mission; developing CoIST's, PIR's, CCIRs, and HNIR's; ISR assets, tools, and resources; TTP's for key leader engagements (KLE's); partnering and working with Afghans, PRT's, IO's, NGO's – intelligence gathering opportunities; overview of ISAF Intelligence structures \ organizations, missions, INTs / disciplines, and AOR's; and former commander's vignettes. Focus include best practice and TTP's of interoperability between S2/J2 – S3/J3 primary and support staff.

N2-112, "ISAF COUNTER INTELLIGENCE INSIDER THREAT COURSE" (NS)

Aim: ICITC is an ISAF pre-deployment course for NATO Counter Intelligence and NATO Counter Intelligence support personnel who are deploying within the next 12 months; ICITC is part of the USEUCOM and NATO School's Expeditionary Intelligence Training Centre (EITC) which was established in response to the 6 Feb 10 COMISAF's JUONS request. This course discusses lessons learned and TTP's regarding the conduct of NATO Counter Intelligence operations, with a particular focus towards the insider threat, and force protection inside ISAF's bases. There are numerous local nationals with base access who have intent to commit direct attacks and / or gather intelligence against Allied persons / missions / equipment deployed to ISAF. Key leaders deployed to ISAF need more preparation to manage / direct intelligence operations against this threat. The ICITC fosters interactive discussions and classes on key lessons learned with respect to NATO Counter Intelligence and geared towards supporting the force, and protecting it inside base compounds.

M2-114, "ISAF TACTICAL LANGUAGE AND CULTURE COURSE - PASHTO" (NU)

Aim: To familiarize ISAF, NATO and national staff with the Pashto language and tribal customs to include key words and phrases as well as cultural concepts to champion key leader engagements (KLE's) in support of the ISAF COIN strategy, tactical intelligence and COIN operations.

Note: This course will no longer be offered in 2012. It may be offered in 2013 if student interest supports it.

M2-115, "ISAF TACTICAL LANGUAGE AND CULTURE COURSE - DARI" (NU)

Aim: To familiarize ISAF, NATO and national staff with the Dari language and tribal customs to include key words and phrases as well as cultural concepts to champion key leader engagements (KLE's) in support of the ISAF COIN strategy, tactical intelligence and COIN operations.

Note: This course will no longer be offered in 2012. It may be offered in 2013 if student interest supports it.

N2-119, "COIN INTELLIGENCE PREPARATION OF THE OPERATING ENVIRONMENT (IPOE) COURSE" (NS) (NEW COURSE FOR 2012)

Aim: The ISAF Intelligence Preparation of the Operating Environment (IPOE) course focuses on the fundamentals of the intelligence cycle and intelligence considerations during the analyst's preparation of the operating environment. This course is designed for intelligence professionals from the tactical to operational levels who are preparing to deploy to OEF. The IPOE course will include in-depth material on situational awareness with a COIN and stability operational focus. The IPOE course will encompass group discussions along with case studies that will promote the development of a common operating picture that is integrated through all levels. The IPOE course will cover defining the battlefield, attacking enemy networks, Center Of Gravity (COG) analysis, Intelligence, Surveillance, and Reconnaissance (ISR) synchronization, effects based targeting and monitoring & evaluating effects of kinetic and non-kinetic operations. The IPOE class will draw upon the experience of subject matter experts and intelligence professionals to explain the development of courses of action based off the military decision making process. Practical exercises will facilitate the expansion of knowledge of the intelligence cycle and how to apply intelligence to drive operations with the goal of stabilizing the area of operations.

Curriculum Descriptions (Continued)

JOINT OPERATIONS DEPARTMENT

M4-14, "NATO MOVEMENT COURSE" (NU)

Aim: To ensure Movement Staff Officers thoroughly understand the movement principles and NATO movement planning and execution process. Students will receive lectures on current M&T doctrines/policies, movement plans, movement operations and movement coordination and control.

S3-15, "NATO SPECIAL OPERATIONS AVIATION PLANNING COURSE" (NS)

Aim: To provide students from national, joint or combined organizations the knowledge to plan and employ special operations air/aviation forces at the theatre level, as part of a NATO Combined Joint Forces Special Operations Component Command (CJFSOCC), in support of a NATO-led operation.

Note: This course requires approval by the OPR and Course Director for entry. Please submit a Joining Report if interested, and you will be contacted as to the status of your approval.

N3-20, "GROUND BASED AIR DEFENCE / THEATRE MISSILE DEFENCE (GBAD/TMD) COURSE" (NS)

Aim: To support selected Ground Based Air Defence (GBAD) / Theatre Missile Defence (TMD) key personnel in NATO Organizations and NATO Nations in fulfilling their respective tasks and responsibilities in leveling their respective background knowledge and gaining common understanding of the NATO environment and SOPs.

N3-24, "ACO COMBAT READINESS EVALUATION (CREVAL) COURSE FOR LAND FORCES" (NR ReL PfP/EU)

Aim: To harmonize NATO and national directives on CREVAL for land forces and prepare selected NATO monitors/evaluators and national evaluation team members to conduct combat readiness evaluations in land units and HQs.

N3-25, "ACO GBAD OPERATIONS TACEVAL EVALUATOR COURSE" (NR ReL PfP)

Aim: To train officers and NCOs selected to become GBAD operations evaluators on the criteria and procedures necessary to become an effective evaluator in the area of GBAD Operations during TACEVAL and Tactical Firing. Completion of this course enhances the qualification of the evaluator and reduces the number of required evaluations Under Training (UT) prior to becoming a fully qualified evaluator and helps to ensure the standardized application of evaluation and grading procedures and guidelines throughout ACO.

M4-29, "NATO EXPEDITIONARY LOGISTICS COURSE" (NU)

Aim: To provide students of NATO and Partner Nations with in-depth knowledge of the command, control and execution of logistics supporting NATO operations in a joint and multinational setting and to perform effectively as a logistics staff officer in direct support of NATO operations.

Note: Beginning with the May 2012 iteration, this course will now be offered as the second week of the M4-94 course and will no longer exist as a separate course.

M4-30, "RESOURCE MANAGEMENT EDUCATION PROGRAMME (RMEP) COURSE" (NU)

Aim: To present a more in depth overview of the Resource Management process in a detailed manner via the concept of the Military Budget (MB), NATO Security Investment Programme (NSIP) and Manpower.

Curriculum Descriptions (Continued)

S5-43, "NATO COMPREHENSIVE OPERATIONS PLANNING COURSE" (NU ReL PfP/EU/ISAF)

Aim: To prepare students to contribute to operations planning as an operational planner or related staff officer serving within an operational level headquarters while applying the Comprehensive Operations Planning Directive (COPD) and the principles of a Comprehensive Approach. This is a two week course.

Note 1: This course requires approval by the OPR and Course Director for entry. Please submit a Joining Report if interested, and you will be contacted as to the status of your approval.

Note 2: This course takes place at FINCENT, SWEDINT, and the Latvian National Defence Academy (LNDA). Please consult the NATO School calendar for iteration dates and locations.

S5-44, "NATO PUBLIC AFFAIRS IN OPERATIONS COURSE"(NU)

Aim: To provide students with in depth knowledge and practical interview training in order to improve their ability to perform all NATO PA activities, to perform effectively as NATO forces spokespersons, and to perform effectively as NATO PA staff officers either on or in direct support of NATO operations. This course will be run the week following the M5-46 Public Affairs Policy Indoctrination Course.

Note: This course requires approval by the OPR and Course Director for entry. Please submit a Joining Report if interested, and you will be contacted as to the status of your approval.

S3-45, "NATO STRATEGIC OPERATIONS PLANNING COURSE (SOPC)" (NR ReL PfP/EU)

Aim: To prepare NATO and Partner Nation officers to serve within a strategic level headquarters as operations planners, applying the Comprehensive Operations Planning Directive (COPD) within the framework of a Comprehensive Approach.

Note: This course requires approval by the OPR and Course Director for entry. Please submit a Joining Report if interested, and you will be contacted as to the status of your approval.

M5-46, "NATO PUBLIC AFFAIRS POLICY INDOCTRINATION COURSE" (NU)

Aim: To prepare NATO Member Nation and Partner Nation Public Affairs Officers who are destined for or currently holding NATO PE/CE positions to provide guidance and advice to NATO and Partner commanders on current NATO Public Affairs policy, procedures, and activities.

M3-50, "NATO PEACE SUPPORT OPERATIONS COURSE" (NU)

Aim: To provide orientation on the planning, preparation and conduct of Peace Support Operations (PSO) and related activities conducted by NATO at the operational level, with an emphasis on the comprehensive approach and interaction with non-military actors.

M3-52, "NATO CRISIS MANAGEMENT COURSE" (NU)

Aim: To introduce and describe NATO Crisis Management concept, organization, systems and procedures including Cooperation and Partnership initiatives in Crisis Management to NATO, Partner Nation officers and their civilian equivalents.

P3-53, "COMBINED JOINT OPERATIONS CENTRE COURSE" (NR ReL PfP/EU)

Aim: To educate NATO and Partner Nation officers to function at an entry level in the Combined Joint Operations Centre (CJOC) of a NATO-led multinational headquarters. On- the-job training will still be required for graduates to function at a more advanced level.

S3-54, "NATO JOPG COMPREHENSIVE OPERATIONS PLANNING COURSE" (NR)

Aim: To prepare operations planners for roles as core members of joint operations planning groups or related staff sections within NATO Command Structure, including Deployable Joint Forces Commands and the NATO Response Force. This is a two week course.

Note: This course requires approval by the OPR and Course Director for entry. Please submit a Joining Report if interested, and you will be contacted as to the status of your approval.

Curriculum Descriptions (Continued)

P7-55, "NATO EXERCISE PLANNING COURSE" (NU)

Aim: To provide a fundamental knowledge of the NATO joint and multinational exercise planning process. This includes concepts, terminology, exercise logistics arrangements, scheduling, general planning considerations, documentation requirements and preparation, directives and references, exercise planning procedures, and introducing the possibilities of modelling and simulation (M&S) for planning and training purposes.

P3-75, "NATO CRISIS RESPONSE SYSTEM COURSE FOR EXPERTS" (NR Rel PfP)

Aim: To exercise NCRS Crisis Response Measure (CRM) procedures through the use of the NCRA (NATO Crisis Response Application) and its tools in order to improve the attendee's capabilities and understanding of the NCRS CRM procedures.

P4-90, "NATO PETROLEUM COURSE" (NU)

Aim: To train students of NATO and Partner Nations at the strategic, operational and higher tactical levels on all aspects of NATO petroleum matters resulting in greater competency of staff, more effective and efficient fuel supply planning for NATO and NATO-led military operations.

S3-91, IRAQI COUNTER IED OPERATIONS COURSE (NU)

Aim: To develop a tactical-operational level understanding of NATO C-IED doctrine (AJP3.15), awareness, planning and training (iaw STANAG 2294) to promote internal security in Iraq.

M4-92, "MOVEMENT AND LOGISTICS OPERATIONAL PLANNING COURSE (MLOPC)" (NU)

Aim: To make Logistics and Movement Staff Officer thoroughly understand the logistical planning process, as a sub-set of the broader Operational Planning Process (OPP). The course fully integrates movement and logistic to generate an overall understanding of all logistical planning aspects and to ensure interaction between Logistics and Movement & Transportation (movement) specialists. Students will receive familiarization lectures on current logistic doctrines, policies and concepts to support this integrated approach. This is a two week course.

M4-93, "HOST NATIONS SUPPORT COURSE (HNS)" (NU)

Aim: To introduce civil and military staff officers from NATO and Partner Nations to NATO's HNS planning procedures and on the concept and organization for the provision of HNS.

M4-94, "NATO LOGISTICS COURSE (NLC)" (NU)

Aim: To provide an overview of logistic disciplines, as well as NATO Logistic policy, principles, doctrine, procedures and structures pertaining to NATO's concept of supporting multinational joint operations to officers.

S5-100, "IRAQI OPERATIONS CENTRE PERSONNEL COMMAND AND CONTROL COURSE" (NU)

Aim: To introduce and describe Iraqi OPS Centre Personnel: the role of C2 in Iraqi C3 structures; to distinguish between C2 planning and the process to fulfil C2 requirements. Additionally, the course will relate the use of C2 in operations and improve the student's understanding of joint C2.

M8-103, "NATO DEFENCE LEADERSHIP IN BUILDING INTEGRITY COURSE" (NU)

Aim: To strengthen the foundation for leadership, integrity, good governance and management within the defence and security sectors by sharing experiences, challenges, and best practices among nations in order to enhance professionalism.

S3-107, "IRAQI LOGISTICS COURSE" (NU)

Aim: To provide an overview of logistic disciplines as well as NATO Logistics policy, principles, doctrine, procedures and structures.

Curriculum Description (Continued)

S3-113, "IRAQI AVIATION COURSE" (NU)

Aim: To provide students from Iraqi national, joint and combined operations organizations the knowledge of how to plan, employ and integrate aviation assets at the operational level.

NCO PROGRAMMES DEPARTMENT

M5-33, "NATO SENIOR NCO ORIENTATION COURSE" (NU)

Aim: To provide a foundation of knowledge of NATO including structure, policies and operations as well as current issues affecting the Alliance to newly appointed NATO and partner Nations non-commissioned officers and civilian equivalents.

M1-82, "NATO NCO INTERMEDIATE LEADERSHIP COURSE" (NU)

Aim: To provide in-depth knowledge to OR6s and OR7s of intermediate NATO leadership skills, management abilities, and knowledge of NATO including structure, policies and operations, and current issues affecting the alliance enabling NCO's to effectively apply these skills in the international setting. This is a two week course.

M7-83, "NATO NCO INSTRUCTOR COURSE" (NU)

Aim: To provide NCO instructors with the skills and knowledge required to effectively instruct on non-commissioned officer related topics focused on the international setting.

S1-84, "NATO COMMAND SENIOR ENLISTED LEADER COURSE" (NU)

Aim: To provide NCOs designated by their nation to serve in the national or NATO structure in a position as NCO next to the commander, by updating them on current status of operations, NATO structure, procedures, the NATO NCO, tools and networks available to use, while assuming the responsibilities as Command's Senior Enlisted Leader in an international setting. This is a two week course.

Note: This course requires approval by the OPR and Course Director for entry. Please submit a Joining Report if interested, and you will be contacted as to the status of your approval.

M1-95, "NATO NCO ADVANCED LEADERSHIP COURSE" (NU)

Aim: To provide in-depth knowledge of advanced leadership skills, management abilities, and knowledge of NATO, enabling OR-8s and OR-9s to effectively apply these skills in international settings. This is a two week course.

M7-98, "NATO ACADEMIC INSTRUCTOR COURSE" (NU)

Aim: To be able to apply effective teaching methods and presentation techniques in delivering academic instruction. It will focus on the two methods used most often in NATO specifically the Syndicate Discussion method and the Lecture method of instruction.

POLICY DEPARTMENT

N3-01, "NATO SPACE OPERATIONAL PLANNING COURSE" (NS)

Aim: To provide students from national, joint or combined organizations basic instruction and information in order to understand the capabilities of space based assets and how they can be utilized by NATO HQ in planning and in day-to-day operations.

M3-05, "NATO METOC ORIENTATION COURSE" (NU)

Aim: To prepare the training audience for their duties in the execution and support of METOC functions and services in NATO.

Curriculum Descriptions (Continued)

P5-07, "NATO INFORMATION KNOWLEDGE MANAGEMENT (IKM) COURSE" (NU)

Aim: To prepare designated individuals to perform duties as Inspectors and Escort to ensure compliance with the Conventional Forces in Europe (CFE) Treaty. This is a two week course.

M5-18, "CONVENTIONAL FORCES EUROPE TREATY INSPECTOR/ESCORT COURSE" (NU)

Aim: To prepare designated individuals to perform duties as Inspectors and Escort to ensure compliance with the Conventional Forces in Europe (CFE) Treaty. This is a two week course.

N4-26, "ACO AIR LOGISTICS TACEVAL EVALUATOR COURSE" (NR ReL PfP)

Aim: To teach NATO staff personnel to become logistics evaluators for the conduct of Flying Unit (FU), Ground Based Air Defence (GBAD) and Air Surveillance and Control Systems (ASACS) Tactical Evaluations in Allied Command Operations).

N5-31, "NATO SENIOR OFFICER POLICY COURSE" (NS)

Aim: To provide Senior NATO personnel with an evaluation of NATO's current and future security environment.

M5-32, "NATO STAFF OFFICER ORIENTATION COURSE" (NU)

Aim: To provide a foundation of knowledge on NATO including structure, policies and operations as well as current issues affecting the Alliance to newly appointed regular and reserve NATO and Partner Nation officers or equivalent civilians.

M5-34, "NATO LEGAL ADVISORS COURSE" (NU)

Aim: To provide military and civilian legal advisors, in national or NATO billets, an understanding of legal aspects of NATO operations and activities. Instruction will address legal issues arising at strategic, operational, and tactical NATO headquarters in an environment that encourages development of professional relationships.

N5-35, "NATO CONSULTATION, COMMAND, AND CONTROL (C3) COURSE" (NR)

Aim: To provide foundation knowledge of NATO military Command and Control. This includes NATO C3 aspects, C2 planning procedures, operational C2 requirements and related concepts.

N5-36, "NATO STAFF OFFICER DEFENCE PLANNING COURSE" (NR ReL EU)

Aim: To provide Allied staff officers and civilians with an operational understanding and the ability to effectively contribute to the key NATO Force Planning processes, from the derivation of NATO requirements, to the translation of those requirements into force goals, to the subsequent assessment of nations' fulfillment of these goals and finally the assessment of the resultant risks to the Alliance. Additionally, to provide a forum for the discussion of current force planning issues and challenges facing the Alliance..

M5-37, "NATO/PFP CHAPLAIN OPERATIONS COURSE" (NU)

Aim: To educate NATO and Partner military religious advisors on issues affecting their ability to perform cooperative ministry and religious advisory duties in a combined joint theatre of operations. This will include an examination of ethics and reconciliatory techniques to enable religious advisors to support the commander and the mission.

N1-38, "NATO SECURITY COURSE" (NS)

Aim: To train NATO and national security personnel, who will be appointed to NATO security positions or to work with NATO security organizations on all aspects of Physical Security, Personnel security, Security of Information, INFOSEC, Industrial Security, Force Protection and familiarize them with the NATO Security Policy, especially with "Intelligence and Information Sharing with NNEs" and Security Awareness

M5-39, "NATO RESERVE FORCES INTEGRATION COURSE" (NU)

Aim: The Reserve Forces Integration Course (RFIC) instills in students an understanding of the various roles, missions and doctrines of Reserve Forces throughout the Alliance.

Curriculum Description (Continued)

M5-41, "NATO EUROPEAN SECURITY COOPERATION COURSE" (NU)

Aim: To increase understanding of the contemporary European security environment and build confidence and mutual trust among officers and defence civilians of NATO and Partner Nations. This is a two week course.

M7-51, "NATO CONCEPT DEVELOPMENT AND EXPERIMENTATION COURSE" (NU)

Aim: To familiarize students with NATO's Concept Development and Experimentation Structure and Process.

Note: This course will be held at the Latvian National Defence Academy during the calendar year 2012. NATO School will not handle registrations for this course. Please contact Lt Col Raimonds Kursitis at the LNDA at raimonds.kursitis@mil.lv for more information.

M9-56, "NATO CIVIL-MILITARY PLANNING AND SUPPORT COURSE" (NU)

Aim: To introduce participants to Civil Emergency Planning (CEP) in NATO emphasizing the linkages between CEP and the military authorities within NATO, in particular CIMIC, during planning and execution of NATO operations and to explain the links to other international organizations.

M9-57, "NATO CIVIL MILITARY COOPERATION (CIMIC) STAFF COURSE" (NU)

Aim: To prepare both NATO and national officers to perform NATO CIMIC Staff functions at all levels, focusing on both higher tactical level and operational level.

P5-60, "ARMS CONTROL OPEN SKIES ORIENTATION COURSE" (NU ReL OS SIGNATORIES)

Aim: To prepare designated individuals to perform duties related to the Open Skies Treaty.

M5-61, "ARMS CONTROL COUNTER NON-PROLIFERATION COURSE" (NU)

Aim: To present non-proliferation issues and challenges, and discuss potential coordination of national policies to improve cooperative non-proliferation efforts. The course will review treaties, agreements, and policies that limit proliferation of a broad spectrum of weapon classes, from pistols to WMD.

M5-62, "ARMS CONTROL IMPLEMENTATION ORIENTATION COURSE" (NU)

Aim: To provide a broad overview of Arms Control Agreements, implementation procedures and a general orientation on arms control developments.

S5-64, "CONVENTIONAL ARMS CONTROL INFORMATION EXCHANGE COURSE" (NU)

Aim: To provide detailed instruction and procedures for conducting information exchange in accordance with the current conventional arms control agreements.

Note: This course requires approval by the OPR and Course Director for entry. Please submit a Joining Report if interested, and you will be contacted as to the status of your approval.

M5-65, "VIENNA DOCUMENT COMPLIANCE AND VERIFICATION COURSE" (NU)

Aim: To prepare designated individuals to perform duties as inspectors, evaluators, observers and escorts in the verification part of the Vienna Document (VD).

M5-66, "NATO DEFENCE AGAINST TERRORISM COURSE" (NU)

Aim: To provide foundation knowledge of the global and regional threats of terrorism, including its various forms, resources, means and tools as well as global, regional and national efforts in combating terrorism; and to explain the NATO defence terrorism policy doctrine and means.

N3-67, "NATO MILITARY POLICE OFFICER COURSE" (NR ReL EU)

Aim: To provide basic knowledge and to teach the principles of operational level MP planning in support of NATO led operations within the wider context of NATO decision-making at the strategic level.

Curriculum Descriptions (Continued)

N5-68, "NATO OPERATIONAL LAW (OPLAW) COURSE" (NS ReL ISAF)

Aim: To provide in-depth training and practical exercises focused on legal issues faced during NATO military operations.

S3-69, "SMALL ARMS AND LIGHT WEAPONS (SALW) COURSE" (NU)

Aim: To orient students to and instruct them on the problems, issues, and security impacts of SALW, conventional ammunition (CA) and explosives; The best practices of physical security and stockpile management (PSSM) of SALW/CA.

Note: This course requires approval by the OPR and Course Director for entry. Please submit a Joining Report if interested, and you will be contacted as to the status of your approval.

M5-76, "NATO SENIOR RESERVE OFFICERS COURSE" (NU)

Aim: To prepare senior reserve officers for employment in support of NATO operations or for appointments at a Higher Headquarters of the Alliance.

M3-78, "SMALL ARMS AND LIGHT WEAPONS POLICY COURSE" (NU)

Note: This course has been cancelled permanently. A new course dealing with a similar subject will be announced later in 2012.

S5-99, "NATO OPERATIONAL EDUCATION COURSE" (NU)

Aim: To provide foundation knowledge to Iraqi Personnel on NATO, Defence against Terrorism, Root Causes of Terrorism, Crisis in the Middle East, Human Rights, International Humanitarian Law, Operational Planning, CIMIC, NATO Information Operations and PSYOPS related issues. This is a two week course.

M3-116, "SMALL ARMS AND LIGHT WEAPONS (SALW) AND MINE ACTION (MA) COURSE" (NU) (NEW COURSE FOR 2012)

Aim: To provide students with an important introductory but comprehensive overview of the most significant substantive, political, practical and regulatory issues that will be encountered when dealing with the topics of SALW and mine action from a national, regional or global perspective. Students should leave this course having gained a good understanding of the problems posed by these two issues; the current regional and international efforts in place to tackle these issues; the players involved in such efforts and their respective roles; relevant best practices and agreements; and finally, students should have gained a level of understanding which will give them insights into how SALW and MA projects are designed, developed and implemented.

M1-117, "NATO PROTOCOL COURSE" (NU) (NEW COURSE FOR 2012)

Aim: To provide Protocol Branch Heads, officers and staff with knowledge, skills and attitude with regard to NATO specific Protocol elements in an international environment.

S5-118, "IRAQ KEY LEADER TRAINING COURSE" (NU)

Aim: To provide Senior Iraqi personnel with an evaluation of regional and global security environment, to strengthen the foundation for leadership, decision making, integrity, good governance and management within the defense and security sectors, to provide foundation knowledge on terrorism, to provide foundation knowledge on International Humanitarian Law, to provide the foundation of Security Sector Reform, to provide foundation knowledge on countering insurgency, and to provide students with in depth knowledge in order to improve their ability to perform public affairs activities.

Curriculum Description (Continued)

STANDARDS, EVALUATION AND TRAINING DEPARTMENT

M7-49, "TRAINING ANALYSIS, DESIGN AND DEVELOPMENT (ADD) COURSE" (NU)

Aim: The ADD course will educate and train those persons involved in the analysis, design and development of training in the standardized processes that enable them to create effective and efficient training for the NATO command structure. This is a two week course.

M7-59, "TEST DESIGN AND EVALUATION COURSE" (NU) COURSE

Aim: To prepare individuals to build tools to assess student learning, and to effectively conduct the 5th part of the NEITMS Quality Control System function of Evaluation, which is to monitor and improve the effectiveness and efficiency of courses.

WEAPONS OF MASS DESTRUCTION DEPARTMENT

N3-10, "NATO NUCLEAR OPERATIONS COURSE" (CTSA)

Aim: To familiarize NATO and national staff with NATO Nuclear Command and Control Procedures (NCCP).

N3-11, "NATO NUCLEAR SURETY MANAGEMENT COURSE" (NS)

Aim: To review the nuclear surety requirements and procedures for NATO Dual Capable Air Forces in ACO.

N5-13, "NATO NUCLEAR POLICY COURSE" (NS)

Aim: To inform those NATO political and military personnel working at the strategic and operational level with responsibilities for the Alliance's nuclear deterrent of NATO's nuclear policy, its nuclear force capabilities and associated political consultation process.

N3-27, "ACO TACEVAL FORCE PROTECTION EVALUATOR COURSE" (NR ReL PfP)

Aim: To train officers and NCOs selected to become Force Protection (FP) evaluators with the criteria and guidelines to conduct evaluation functions in the area of Force Protection during ACO Tactical Evaluations (TACEVAL). Completion of this course enhances the qualification of the evaluator and reduces the number of required evaluations Under Training (UT) prior to becoming a fully qualified evaluator and helps to ensure the standardized application of evaluation and grading procedures and guidelines throughout ACO.

P5-40, "NATO FORCE PROTECTION OFFICER COURSE" (NR ReL PfP/EU)

Aim: To introduce NATO, Partner Nation, and national staffs to NATO Force Protection (FP) concepts and requirements.

M3-70, "NATO CBRN DEFENSE ORIENTATION COURSE" (NU)

Aim: To enable students to identify basic concepts and procedures pertaining to CBRN Defence within NATO, in preparing for and conducting operations.

P3-71, "NATO CBRN WARNING AND REPORTING SYSTEM - MANUAL PROCEDURES COURSE" (NU)

Aim: To train students to be qualified in manual operational procedures in the NATO CBRN warning and reporting system and introduce them to Automated Data Processing (ADP) systems. This is a two week course.

N3-72, "NATO CBRN DEFENSE AND EXERCISE PLANNING COURSE" (NR ReL EU)

Aim: To teach students the process of planning CBRN Defence for CJTF operations and to plan, evaluate and integrate CBRN Defence into Joint NATO exercises.

Curriculum Descriptions (Continued)

N3-73, "NATO OFFICER CBRN DEFENSE POLICY COURSE" (NS)

Aim: To educate students on current NATO NBC Risk Assessments and Management, proliferation of Weapons of mass destruction, implications of NBC hazards on all operations, NATO CBRN policies and procedures.

P3-74, "NATO CBRN ANALYSIS OPERATORS COURSE" (NU)

Aim: To provide the student with the skills and a basic understanding of automated processing of releases from chemical, biological, nuclear, and radiological sources, as well as the use of weather. This course will also teach each student to navigate throughout each of the CBRN ANALYSIS and ATP-45 attack cases in order to produce outputs for consequence assessment applications.

M3-77, "ENVIRONMENTAL MANAGEMENT FOR MILITARY FORCES COURSE" (NU)

Aim: To familiarize NATO and Partner Nations officers, operational planners and civilian equivalents involved with environmental protection with environmental laws, policies, regulations, procedures and practices at the operational level in order to assess, control and/ or mitigate environmental risks and to enable them to integrate environmental considerations into operational planning. This is a two week course.

M3-79, "UNIT ENVIRONMENTAL COMPLIANCE FOR SENDING NATIONS COURSE" (NU)

Aim: To familiarize Sending Nations (SN) officers, NCOs, and civilian equivalents with the essential knowledge and skills to enable them to integrate into NATO-led military activities through compliance with NATO environmental protection requirements.

N3-80, "HAZARD PREDICTION AND ASSESSMENT CAPABILITY (HPAC) COURSE" (NR)

Aim: To provide the student with basic skills and a basic understanding of automated processing of releases from chemical, biological, nuclear, and radiological sources and the impacts of weather as well as to permit students to use HPAC source modules in order to produce outputs for consequence assessment applications.

N3-81, "NATO BIOLOGICAL WARFARE DEFENSE AWARENESS COURSE" (NS)

Aim: To brief the target audience on the current and emerging Biological Warfare risks, hazards and threats on all operations, NATO's Bi-SC BW Defence Concept, implications of BW Agent Medical Countermeasures, BW Agent Defence, legal and logistical considerations.

M9-85, "JOINT MEDICAL PLANNER COURSE" (NU)

Aim: To provide the necessary background knowledge to undertake a NATO medical planner's appointment and to provide national planners with an understanding of multinational medical support planning. The main areas are: structures, doctrine and operational medical planning procedures and techniques.

M9-86, "SENIOR MEDICAL STAFF OFFICER COURSE" (NU)

Aim: To provide knowledge and detailed insight in NATO's medical support policy. This includes: policy making in NATO, NATO Medical Doctrine, strategic force planning, multinational medical support options, relations with other international organizations.

M9-87, "NATO MEDICAL INTELLIGENCE COURSE" (NU)

Aim: To provide fundamental knowledge of NATO medical intelligence procedures, including concepts, precepts, terminology, general programme management and procedures.

Curriculum Descriptions (Continued)

- **N-courses** are open to students from NATO Nations only, unless otherwise specified. Students must bring official proof of NATO Security Clearances when the course is marked:
 - (CTSA) = CTS Atomic clearance;
 - (NS) = NATO Secret clearance;
- **P-courses** are open to students from NATO and Partner Nations.
- **M-courses** are multinational courses which are open to students from NATO, PfP, Mediterranean Dialogue nations and other nations as approved by NATO.
- **S-courses** are selected entry courses. Joining procedures and requirements vary per course. Please submit a joining report and you will be advised as to the status of your approval.

Professional Resources



Colonel Mark D. Baines
Commandant

Colonel Baines commands a faculty and staff representing 26 different NATO and Partnership for Peace nations, and is responsible for all aspects of NATO School's operation. His assignments over the past 24 years include 5 tours in Germany where he served with the 72nd Signal Battalion, the 44th Signal Battalion, the 7th Signal Brigade, the 97th Signal Battalion, the 11th Armored Cavalry Regiment, and the 63rd Signal Battalion. Colonel Baines' stateside assignments include the 11th Signal Brigade at Fort Huachuca, AZ, the White House Communications Agency in Washington, D.C., and III Corps at Fort Hood, TX. Colonel Baines was deployed to Iraq for OIF-II and served as the Combined Joint Task Force – 7, Deputy C6.



Colonel William A. Woodcock
Dean of Academics

As the Dean Colonel Woodcock oversees an Academic department of 75+ personnel responsible for 94 NATO courses and the education and development of more than 11,000 students per year. He began his career as a 1987 graduate of the United States Air Force Academy with a Bachelor of Science Degree in Aeronautical Engineering. He completed Undergraduate Pilot Training at Laughlin AFB, Texas in 1988. He attended F-111 training at Mountain Home AFB, Idaho. Following his tour in the F-111 at RAF Upper Heyford, UK, that included Operation Desert Storm, he transitioned to the F-16. He attended F-16 training at Luke AFB, AZ. .

About NESA

Established in 2000, The Near East South Asia (NESA) Center for Strategic Studies is the preeminent US government institution for building relationships and understanding in the NESA region. The NESA Center covers one of the most diverse and engaging areas of the world, stretching from the western end of North Africa to the Himalayas — “from Marrakech to Bangladesh.”

Mission

To enhance security in the Near East and South Asia region by building sustained, mutually beneficial relationships; fostering regional cooperation on security issues; and promoting effective communications and strategic capacity building through free and candid interaction in an academic environment.

Vision

To build sustained, engaged communities of influence and partnership among security professionals and leaders in the NESA region.



“We seek broad engagement based upon mutual interests and mutual respect. We will listen carefully, bridge misunderstanding, and seek common ground.... We will be respectful, even when we do not agree. The United States has been enriched by Muslim Americans. Many other Americans have Muslims in their family, or have lived in a Muslim-majority country – I know, because I am one of them.... Our focus will be on what we can do to advance our common hopes, and our common dreams. And when people look back on this time, let it be said of America that we extended the hand of friendship.”

—President Barack Obama

Near East South Asia Center for Strategic Studies

*AMB James A. Larocco,
Director*

<http://nesa-center.org>

(202) 685-4047

2100 2nd Street SW
Suite 4308
Washington, DC 20593
Phone: (202) 685-4131
Fax: (202) 685-4999

Curriculum Descriptions

EXECUTIVE AND SENIOR EXECUTIVE SEMINARS

These These NESA Center programs provide the foundation to build and enhance the NESA Center mission. NESA holds Executive Seminars (ES) for leaders in the grades of lieutenant colonel and colonel and their civilian equivalents, and Senior Executive Seminars (SES) for flag and general officers, ambassadors, ministers and other senior leaders. Topics include the American national security structure and process, the current and future regional strategic environment, counterterrorism, the proliferation of weapons of mass destruction, strategic communications and disaster management. These off-the-record, not-for-attribution seminars encourage a frank, candid, and open exchange of views under Chatham House Rules. Seminars generally contain 35-40 participants from 19-23 countries, including the United States. Plenary sessions bring in outside speakers, including senior U.S. government officials, academics, specialists from think tanks, as well as NESA faculty and experts. These experts help frame broad issues and generate thinking and discussion. Faculty lead small breakout groups, prompting frank discussions, analysis and cooperation to reach solutions to current security issues. In addition, NESA introduced a series of themed Executive Seminars, some functionally based such as "Strategic Communications" and others regionally based such as "Eurasia Challenges and Issues", and have experimented with English Only and Arabic Only programs to better meet the needs of our growing regional partners.

COMBATING TRANSNATIONAL THREATS EXECUTIVE SEMINARS (CTT-ES) AND SENIOR EXECUTIVE SEMINARS (CTT-SES)

Designed for career practitioners dealing with a range of transnational threats, these workshops seek to build capacity and enhance regional partnerships. NESA sponsors two CTT seminars per year, including one for senior executives. Key themes include: defining regional terrorist threats; assessing regional, sub-regional, and national responses; tools, strategies and best practices for combating terrorism, criminal gangs, and other non-state actors; strategies for enhancing national and regional cooperation; and a case study/ capstone experience. Participants have the opportunity to present individual case studies and to meet with senior officials, Capitol Hill staffers, lobbyists, and others to learn how they formulate policy. A wide range of experts on regional affairs, transnational threats, U.S. policy, and strategic issues share their thoughts and ideas within plenary sessions and focused breakout groups. In addition, we have expanded our programs to focus on a more targeted audience with themed CTT programs such as "Good Governance, Social Justice, and Rule of Law" drawing from regional justice ministries, military protection of regime units and relevant rule of law ministries and "Central Asia and the NESA Region: Cooperation in Combating Transnational Threats" analyzing bilateral, regional, and international efforts to manage and deter transnational threats specifically in the region of South and Central Asia. This allows NESA to quickly respond to strategic changes and needs in our region with tailored programs.

WASHINGTON SEMINAR SERIES

NESA hosts monthly Washington Seminars for an audience composed primarily of diplomats and military officers assigned to Washington, D.C. The seminar's purpose is to encourage informal and constructive dialogue among these senior national security professionals of disparate backgrounds and perspectives. This event, open to all diplomats from countries with a strategic interest in the NESA region, attracts ambassadors, defense attachés, deputy chiefs of mission and political counselors representing NESA-region embassies in Washington.

SENIOR NATIONAL REPRESENTATIVES SEMINAR

In cooperation with U.S. Central Command (USCENTCOM), NESA hosts a biannual seminar on strategic issues for the Senior National Representatives from U.S. coalition partners, NATO, and other countries. These seminars deal with current issues, policy formation, as well as national and international perspectives. We have expanded the program to take advantage of the NESA Alumni created in this program and continuing their education back at CENTCOM. A NESA faculty assigned to CENTCOM will direct Graduate-level one day Senior National Representative Seminars to continue our active engagement with these Alumni.

EMBASSY ORIENTATION PROGRAM

In response to suggestions from local embassies, each year the NESA Center conducts a week-long orientation program specifically designed for those diplomats and military attachés who have been recently assigned to Washington, D.C. The overall theme of this program is "How Washington Really Works." Individual sessions introduce the structure and dynamics of the U.S. national security policy-making process and the interaction of various executive and legislative actors involved in day-to-day security decision-making. These sessions are presented by former senior U.S. Government officials and veteran observers of the Washington scene in a non-attribution setting. The program includes both sessions at the NESA Center and field trips within Washington.

Curriculum Descriptions (Continued)

STRATEGIC STUDIES NETWORK (SSN)

The Network is a partnership of institutions from North Africa, the Middle East, Central Asia, and South Asia dedicated to the interdisciplinary study of the relationship between politics, natural resources, economics, diplomacy, and military power. The goal of the Network is to facilitate sustained strategic engagement on a range of traditional and non-traditional security issues facing the region through collaborative research and the dissemination of published analyses to assist policymakers and defense educators. The Network currently enjoys co-sponsorship from the Institute for Strategic Studies, Research and Analysis, National Defense College, Pakistan; the Center for Strategic Research (SAM) in Turkey; the Center for Strategic Studies, King Abdullah Academy for Defense Study, Jordan; and the Institute for Defence Studies and Analyses, India. Other Centers from around the region have taken a leading role in chairing the four standing working groups and other Network projects. The Network conducts business through traditional face-to-face meetings and working group activities as well as virtual activities including information sharing, online publications/periodicals, online curricula, and discussion/chat features. In addition, the Network fosters opportunities for horizontal collaboration on various research topics among its affiliated institutions.

U.S.-SOUTH ASIA LEADER ENGAGEMENT PROGRAM (NESA-HARVARD)

The NESA Center in cooperation with the John F. Kennedy School of Government at Harvard University (Harvard Kennedy School or HKS) launched a new program called the U.S.-South Asia Leader Engagement Program in the spring of 2011. The program brings approximately 45 senior officers each from various South Asian countries to include India, Pakistan and Afghanistan, and approximately 10 senior officers from the U.S. together in an academic environment at Harvard Kennedy School and at NESA Center. The program builds around a one-week session at Harvard culminating in a certificate ceremony. The focus is to facilitate discussions among participants on current regional/sub-regional security issues. The purpose of the program is to build trust and understanding between rising military and government leaders, as well as key academics and influencers, to create fora that can withstand the ups and downs of shifting political relationships. The program is now a Harvard Kennedy School (HKS)-Near East South Asia (NESA) Center for Strategic Studies-Asia Pacific Center for Strategic Studies (APCSS) annual event.

US, PAKISTAN, AND AFGHANISTAN PROGRAMS

NESA Center holds a series of bilateral and trilateral seminars to foster relationships between Afghanistan, Pakistan and the United States. One-week bilateral seminars are co-hosted with the House Democratization Assistance Commission in the U.S. House of Representatives and are designed to introduce parliamentarians from the legislative branches of Afghanistan and Pakistan to U.S. democracy and to facilitate dialogue between the parliamentarians and their U.S. counterparts. Two-week trilateral seminars are conducted with participation from the Afghanistan National Army and Police forces and the Pakistan Army concentrating on border security issues. Two-week Pakistan military seminars introduce senior leaders of the Pakistan Armed Forces to the U.S. Government's national security structure/apparatus and to overcome the "trust deficit" between the U.S. and Pakistan necessary to achieve mutually supportive regional and international security. Building on the success of these programs NESA is expanding the initiative to programs dealing bi-laterally with Afghanistan in our newest program "Building and Sustaining Afghanistan's Civ-Mil Human Capacity" throughout 2012-2014 aimed at the development and sustainment of Afghanistan's civilian and military strategic planning and administrative capacity through a multidisciplinary series of seminars so select ministries will have the ability to effectively and independently oversee programs and projects, conduct national-level planning, and support the National Development Strategy.

TUNISIAN NATIONAL DEFENSE INSTITUTE (NDI): "WHOLE OF GOVERNMENT SOLUTIONS TO NATIONAL SECURITY"

NESA Center for Strategic Studies conducts an annual National Security Seminar in Washington, DC classes of the Tunisian National Defense Institute (NDI). The program is designed to provide a foundation for NDI participants, as senior military and civilian officials, to help the new Tunisian Government overcome the challenges faced by the country during a critical period of transition, and to help insure the durability of the governance system adopted through the Tunisian political process. Subject areas will include "whole of government" and "whole of society" processes and policies to address both hard and soft security challenges, including transnational criminal activity and terrorism, economic and environmental security, human security and the issue of radicalization.

Professional Resources



Ambassador James Larocco
Director

AMB Larocco joined the NESA Center in August 2009, after serving more than 35 years as a diplomat. During the past 15 years, he held key leadership assignments related to the Near East region. He left the Foreign Service with the personal rank of Career Minister, which equates to Lieutenant General. He received numerous awards, including the Distinguished Service Award. His areas of interest include Near East leadership dynamics, Gulf studies, Arab-Israeli relations, and regional peacekeeping.



Colonel (ret.) David W. Lamm
Deputy Director

Deputy Director Colonel (ret.) David W. Lamm was commissioned 2nd lieutenant in the U.S. Army in 1977. He became deputy director of the NESA Center on May 1, 2010. Colonel Lamm held a variety of staff and command positions in Europe, Asia and the United States. His many leadership positions include serving as Commander, U.S. Army Central Command, Kuwait; Chief of Staff, Combined Forces Command – Afghanistan; Director for Afghanistan (OSD) and as the Interagency Coordinator for the Defense Policy Analysis Office, (OSD). He has taught history at the United States Military Academy at West Point and strategy at the National War College (National Defense University).



Colonel (ret.) Rosaline Cardarelli
Chief of Outreach

Rosaline Cardarelli is a retired Army Medical Service Corps officer whose career focused on human resources, security, resource management, planning and operations. She commanded the Army's largest training battalion and at the brigade level. Her last assignment was at the Pentagon with the Office of Department of the Army Inspector General. She possesses advanced degrees in Health Care Administration, Health Care Policy and Planning, Education Leadership and is a graduate of the Army War College.



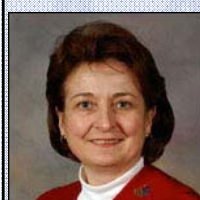
Colonel (ret.) Bill Turner
Chief of Program Support

Bill Turner, Chief of Program Support, joined the Near East South Asia Center as the Chief of Outreach in August 2008. Mr. Turner retired from the U.S. Army in 2008 after serving 26 years in various tactical through strategic level staff and leadership positions.



Roger Kangas
Academic Dean

Roger Kangas joined NESA in 2007. He previously served as the Professor of Central Asian Studies at the George C. Marshall Center for European Security in Garmisch-Partenkirchen, Germany and as the Deputy Director of the Central Asian Institute at Johns Hopkins', Paul H. Nitze School of Advanced International Studies (SAIS). His interests include Central and South Asia, the former Soviet Union, transnational threats and terrorism, international security organizations, and energy security.



Anne Moisan
Associate Dean

Prior to joining NESA in 2007, Anne Moisan concluded a nearly three decades' military career. Retiring in 2006 as an Air Force colonel, she was a Joint Specialty Officer with extensive experience in national security policy, strategy, and operations. In Ms. Moisan's final military assignment, she was Chief of Staff and Senior Research Fellow at the Institute for National Strategic Studies, during which she wrote and spoke on NATO, European, Mediterranean and Middle East security, as well as other political military policy issues. Her areas of interest include national security policy, peacekeeping and reconciliation, women's role in security, and European and Middle Eastern affairs.



Major General (ret.) Najim Abed Al-Jabouri
Distinguished Research Fellow

Major General Jabouri served in many capacities in Iraq, during and after the Saddam regime. A graduate of the Iraqi Military College, he entered the Air Defense Division as a 2nd lieutenant. He served during the Iraq-Iran War and the first Gulf War. Post-invasion General Jabouri was an editor for Baghdad Magazine. General Jabouri helped to develop and implement the now classic "clear, hold and build" counterinsurgency model in Iraq. This strategy was ultimately responsible for the "surge" of American troops in Iraq. As a distinguished research fellow and an editorial columnist, General Jabouri continues to educate about Arab and Iraqi culture.

Professional Resources (Continued)



Gawdat Bahgat
Professor

Gawdat Bahgat joined the NESA faculty in December 2009. Before joining NESA, Dr. Bahgat was director of the Center for Middle Eastern Studies at Indiana University of Pennsylvania. For 20 years, he has taught political science and international relations at several universities. His areas of expertise include energy security, counterterrorism, proliferation of weapons of mass destruction, international political economy, the Middle East, Caspian Sea/Central Asia, and American foreign policy. Bahgat has more than 200 publications in scholarly journals including eight books, of which several have been translated to foreign languages.



Robert K. Boggs
Professor

Robert Boggs joined the NESA Center in August 2008, after serving 32 years in the State Department as political officer and all-source intelligence analyst. Dr. Boggs became one of the State Department's most experienced specialists in South Asia, having served in India (nine years), Sri Lanka, and Nepal. His areas of interest include political economy of national development, intelligence and U.S. foreign policy, foreign relations and security issues, and South Asian politics.



Daniel E. Curfiss
Assistant Professor

Dan Curfiss an Assistant Professor at the NESA Center. He joined the Center in August of 2005 as the Program Manager for Afghanistan and Iraq. Col. Curfiss is a retired United States Marine Corps infantry officer. He spent 28 years in the U.S. Marine Corps, and is a veteran of both Vietnam and Gulf War I. His areas of interest include national security policy and strategy, stability and reconstruction operations, foreign relations and security issues, and counter-insurgency operations.



COL David Des Roches
Military Fellow

Prior to his arrival at the Center, COL Roches was the director responsible for defense policy concerning Saudi Arabia, Kuwait, Qatar, Bahrain, Oman, the United Arab Emirates and Yemen. He has also served in the OSD as the DoD Liaison to the Department of Homeland Security, as the senior country director for Pakistan, as the NATO operations director, and as the deputy director for peacekeeping. An Airborne Ranger in the Army Reserve, he was awarded the Bronze Star for service in Afghanistan. He has commanded conventional and special operations parachute units and has served on the US Special Operations Command staff as well as on the Joint Staff.



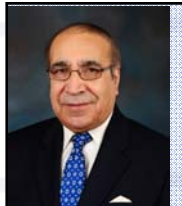
Craig Dunkerley
Distinguished Lecturer

AMB (ret.) Craig Dunkerley was formerly a veteran Senior Foreign Service Officer at the Department of State. He has had extensive diplomatic service in Europe and East Asia, including as a special envoy and arms control negotiator on issues affecting the former Soviet Union, and he is currently engaged at the NESA Center in Track II efforts addressing problems in the Middle East and South Asia.



Jack Gill
Associate Professor

Mr. Gill was formerly a U.S. Army South Asia Foreign Area Officer, he retired as a colonel in 2005 after more than 27 years of service. Prior to joining the NESA Center, he worked on South Asia issues in the Pentagon from 1998-2001, including the 1999 Kargil crisis. He has been following South Asian security issues since the mid-1980s. His areas of particular interest include intelligence, military history, India, Pakistan, Afghanistan, and Sri Lanka.



Ali Jalali
Distinguished Professor

Ali Jalali, former Interior Minister of Afghanistan (Jan. 2003-Sept. 2005), is currently serving as both a Distinguished Professor at NESA and as a researcher at the Institute for National Strategic Studies (INSS). He has native fluency in English, Pashto, Dari, Persian (Farsi), and Tajik, is fluent in Russian, fluently translates from French, and has functional knowledge of Arabic, Turkish, and Urdu. His areas of interest include reconstruction/stabilization and peacekeeping operations in Afghanistan and regional issues affecting Afghanistan, Central and South Asia.



Murhaf Jouejati
Professor

Dr. Jouejati is a Syrian-born specialist on Middle East affairs, particularly Syrian politics and the Levant. He has over two decades of experience researching and working on the political, social, and economic aspects of the Middle East. Dr. Jouejati's areas of interest include Syrian foreign policy and domestic politics, comparative politics of the Middle East, international relations of the Middle East, Arab-Israeli conflict, and the Middle East peace process.

Professional Resources (Continued)



Tyler Rauert
Associate Professor

Tyler Rauert joined the NESA Center in May of 2005. Following a National Security Fellowship in the US Senate, he was named Director of the Strategic Studies Network (SSN) in September 2011. He also directs courses on combating transnational threats. His scholarship focuses on the study of political violence, just war theory, the law of armed conflict, human rights, transnational organized crime, and security in the Middle East and South Asia. He is a member of the International Institute of Strategic Studies, the American Society of International Law, and the District of Columbia Bar.



Richard Russell
Professor

Richard Russell has taught American foreign policy, security studies, and international relations. Dr. Russell served seventeen years as a political-military analyst at the Central Intelligence Agency, where he analyzed security issues in the Middle East and Europe. His areas of interest include American national security policy, strategy and military operations, civil-military relations, nuclear weapons proliferation, and intelligence.



Robert Sharp
Associate Professor

Bob Sharp focuses on Yemen and Lebanon. Prior to joining NESA, he served for nearly four years as an assistant professor at the College of International Security Affairs (CISA) at the National Defense University where he wrote a Master's Degree syllabus for a program concentration in Conflict Management of Stability Operations. He also taught counterterrorism/counterinsurgency, and homeland defense.



Brianne Todd
Assistant Professor

Ms. Todd's research interests include U.S. policy toward Central Asia and linkages between Central Asia and the NESA region, and she is currently working on military and government engagement initiatives with Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. Before joining the NESA Center in January 2010, Ms. Todd worked at the Center for Political-Military Analysis at the Hudson Institute, where she analyzed U.S. and foreign defense, intelligence, and security policies; and the Eurasian Strategy Project, where she focused on Eurasian issues.



Lawrence Velte
Associate Professor

Prof. Velte joined the NESA Center in 2005, following a 37-year career as an Army officer and Department of Defense civilian. Between 1992 and 2005, Mr. Velte served as Deputy Chief of the Middle East Division in the Joint Staff's Strategic Plans and Policy Directorate (J-5). His areas of interest include Maghreb, Levant, and Mediterranean affairs, U.S. national security policy, interagency coordination, the Arab-Israeli peace process, and peacekeeping operations.



John Wood
Director for Afghanistan-Pakistan Coordination

Prior to joining the NESA Center, Mr. Wood served as the Senior Director for Afghanistan, The National Security Council, Washington, D.C. from 2007 to 2009 under both the Bush and Obama Administrations. John served 28 years in the United States Army as an Armor officer, retiring as a Colonel. His areas of interest include national security strategy, civil-military relations, Afghanistan, Pakistan, and South Asia regional issues.



Michael Yaffe
Professor

Michael Yaffe writes and lectures on a number of issues including the Middle East, Mediterranean Sea basin, Gulf regional security, diplomatic history, U.S. foreign policy, and governmental decision-making process. Prior to joining the NESA Center in December 2001, Dr. Yaffe was a career Foreign Affairs Officer in the U.S. Department of State where he concentrated on Middle East regional security and weapons of mass destruction nonproliferation. His areas of interest include WMD nonproliferation and arms control, Middle East peace process, regional security systems, confidence building measures, U.S. foreign policy and diplomatic history, and strategic studies.

TECOM Mission

To develop, coordinate, resource, execute, and evaluate training and education concepts, policies, plans, and programs to ensure Marines are prepared to meet the challenges of present and future operational environments.

Within TECOM, the Global Center works with the Center for Advanced Operational Culture Learning (CAOCL) and the Marine Corps Civil-Military Operations School (MCCMOS).

CAOCL

The Center for Advanced Operational Culture Learning (CAOCL) is chartered to serve as the central Marine Corps agency for operational culture training and language familiarization training programs and issues within the DOTMLPF process in order to synchronize and provide for training and education requirements.

CAOCL provides:

- The only USMC institution singularly focused on culture and language training designed to enhance mission effectiveness.
- A resource for operational culture and communication skills prior to deployments.
- Programs to provide career-long learning in languages and cultures.
- A scientific research group focused on social science support across a range of Marine Corps initiatives.

MCCMOS

Marine Corps Civil-Military Operations School (MCCMOS) was established 1 October, 2011. Formerly the Civil-Military Operations (CMO) Branch, Security Cooperation Education and Training Center, MCCMOS conducts entry-level military occupational specialty training for both officer and enlisted Civil Affairs Marines as well as intermediate training and education in CMO planning, Stability Operations planning, and Counterinsurgency theories and tactics, and contributes to civil-military operations training and readiness standards.

Vision

MCCMOS serves as a Marine Corps Center of Excellence for CMO, producing subject matter experts who can assess the civil environment and implement civil considerations into planning and execution of distributed operations in increasingly complex operating environments, and to support Marine Forces executing Security Cooperation missions and Foreign Humanitarian Assistance.

Mission

Provides education and training on Civil-Military Operations and Civil Affairs core tasks in order to support MAGTF Operations and Security Cooperation objectives.



USMC Training and Education Command

*MG Raymond C. Fox,
Commanding General*

www.tecom.usmc.mil

Marine Corps Training and Education Command
1019 Elliot Road
Quantico, VA 22134

Curriculum Descriptions



Center for Advanced Operational Culture Learning

PRE-DEPLOYMENT TRAINING

- Delivers mission-oriented culture and language training to all units deploying worldwide.
- Provides training on applying critical thinking about operational culture to operations and on incorporating operational culture into MCPP.
- Evaluates and instructs in support of Mission Rehearsal Exercises.
- Provides Cultural Mentors for deploying units to support PTP.
- Offers instructional support, skill sustainment & enhancement, and self-paced learning at Language Learning Resource Centers (LLRCs), located on all major installations.

REGIONAL, CULTURAL, LANGUAGE FAMILIARIZATION PROGRAM

- Provides career Marines with an improved capacity to work with local populations and partner militaries.
- Assigns career Marines to a specific region for career long study that complements required PME.
- Teaches culture and language skills relevant to rank and responsibility.
- Focuses language training on tactical key phrases and terms to improve operational effectiveness.

OPERATIONAL SUPPORT

- Provides Cultural Advisors (CULADs) to Marine units for designated deployments.
- Supplies field guides, culture and language tools, and references to deploying and deployed units.

Professional Resources

CAOCL maintains a staff of subject matter experts in regions and cultures of interest to the Marine Corps, as well as the social and behavioral sciences. Please contact the CAOCL office to reach support personnel with specific expertise.

www.tecom.usmc.mil/caocl
<http://www.facebook.com/CAOCL>

Email: caocladmin@usmc.mil
Phone: 703-432-1504
Fax: 703-432-1463

Curriculum Descriptions (MCCMOS)



Marine Corps Civil-Military Operations School

PRE-DEPLOYMENT TRAINING

MCCMOS delivers the Counterinsurgency (COIN) Leaders Course (CLC) to all designated Regimental, Battalion and Company-level staff. The objective is to educate leaders on COIN concepts in order to integrate those concepts throughout the pre-deployment training process. The CLC addresses areas that will assist commanders in organizing their staff for a population-focused COIN campaign to include COIN and Stability Lines of Operation.

OPERATIONAL SUPPORT

MCCMOS delivers tailored mobile training team support to operating forces on a case-by-case basis. Expertise is provided for the planning and conduct of civil-military operations (CMO), stability operations and support for the five core civil affairs (CA) tasks (Population and Resources Control, Foreign Humanitarian Assistance, Nation Assistance, Support to Civil Administration, Civil Information Management).

CIVIL AFFAIRS OFFICERS QUALIFICATION COURSE – TMSL P171060

Description: The Marine Corps Civil Affairs Officers Qualification Course is designed as the military occupational specialty (MOS) qualifying course for active duty and reserve Marine Corps CA officer personnel who will be assigned duties as CA Team and Detachment Commanders and as Marine Air Ground Task Force (MAGTF) CMO plans officers who will conduct CMO planning and the integration of CMO into MAGTF operations across the range of military operations.

Duration: 28

Prerequisites: Officers should be between the ranks of 1stLt and LtCol. Students should already be assigned to a CA/CMO billet or be en route to a CA Group or an active-duty CA Team, Detachment or staff element. Department of Defense (DoD) civilians and allied Officers and Warrant Officers on orders or assigned to a position requiring CA MOS qualification may attend the course subject to the approval of the Director, MCCMOS.

CIVIL AFFAIRS ENLISTED QUALIFICATION COURSE – TMSL P171059

Description: The Marine Corps CA Enlisted Course is designed as the MOS qualifying course for active duty and reserve Marine Corps CA enlisted personnel who will be assigned duties as CA specialists and CMO planners/Staff NCOs who will conduct CMO planning and the integration of CMO into MAGTF operations and perform a variety of tactical CMO-related tasks, such as area assessments, property control and project management.

Duration: 28

Prerequisites: Marine Non-Commissioned Officers should be between the ranks of Cpl and MGySgt. Students should already be assigned to a CA or CMO billet or be en route to a CA Group or an active-duty CA Team, Detachment or staff element. DoD civilians and allied NCOs on orders or assigned to a position requiring CA MOS qualification may attend the course subject to the approval of the Director, MCCMOS.

Curriculum Descriptions (MCCMOS) (Continued)

CIVIL-MILITARY OPERATIONS PLANNERS COURSE – TMASL P171058

Description: The Marine Corps CMO Planners Course (CMOPC) is designed to train active-duty and reserve Marine Corps CA personnel, as well as others filling CMO planner billets, to conduct CMO planning and the integration of CMO into MAGTF operations throughout the range of military operations. This course is not intended to serve as or replace CA MOS qualifying courses.

Duration: 14

Prerequisites: Marine Officers should be between the ranks of Capt and LtCol and Enlisted Marines should be between the ranks of SSgt and MSgt. Students should already be assigned to a CA/CMO billet or be en route to a CA Group or unit projected to serve as a provisional CA unit. DoD civilians and allied officers, warrant officers and NCOs below E-6 on orders or assigned to a position requiring CA planning training may attend the course subject to the approval of the Director, MCCMOS.

CONTACT INFORMATION:

<https://ehqmc.usmc.mil/org/mccdc/TECOM/directorates/cmo/default.aspx> (CAC enabled)

<http://www.scetc.usmc.mil/MCCMOS.aspx>

Phone: (703) 784-2585 / 1114

Purpose and Mission

The purpose of the Institute is to provide professional education and training to eligible persons of the nations of the Western Hemisphere within the context of the democratic principles set forth in the Charter of the Organization of American States. The Institute's mission includes fostering mutual knowledge, transparency, confidence, and cooperation by promoting democratic values; respect for human rights; and an understanding of U.S. customs and traditions.

History

The Western Hemisphere Institute for Security Cooperation opened its doors on January 17, 2001, in Ridgway Hall, Fort Benning, Ga. Since then, more than 14,000 men and women representing 34 countries have attended its courses. In 2008, the Institute was moved to temporary quarters as Fort Benning added the Army's Armor School and became the Maneuver Center of Excellence.

A permanent academic complex for WHINSEC's staff, faculty, and students is being established on the site of the Fort Benning Station Hospital, an historic location that opened in 1925. These facilities will feature a state-of-the-art academic environment with 21st Century classrooms. The Institute will move in starting in late 2012, and plans to have all its offices, classrooms, and training facilities operational by early 2014.

WHINSEC enhanced its value to the U.S. and partner nations in several areas. West Point cadets joined ROTC students in the cultural and language immersion program that puts them in a leadership course with cadets from a partner nation. The School of Professional Military Education reached several milestones, including getting its Captains Career Course aligned with the MCoE course so that US captains who speak Spanish can now attend. The Intermediate Level Education Course (formerly CGSOC) students are able to earn a Master of Military Art and Science degree during the course. In the School of Specialized Studies, the Counterdrug Operations Course continued its collaboration with the Navy Small Craft Instruction and Technical Training School, sending students twice to Mississippi to conduct missions involving riverine operations. The Roy Benavidez NCO Academy now has an accredited Senior Enlisted Advisor Course based on the Army's First Sergeants and Sergeants Major Course. This course will be available to senior enlisted members of military and other security forces.

WHINSEC continues to enhance the capabilities of security forces and ministries of our home, the Americas, with a vision that anticipates strong interagency collaboration and new regional—perhaps even global—partnerships.



Pictured from left: BG Sto. Domingo Guerrero, Dominican Republic; MG Jorge Robles, Chile; MG Cesar Acosta, El Salvador; Costa Rica Vice Minister of Public Security COL Walter Navarro; MG Jaime Esguerra, Colombia; MG Salvador Gutierrez, Mexico; BG Oscar Troya, Ecuador; and COL Hernan Diaz, Guatemala. These senior officials participated in the Institute's 3rd Annual Current Operations Symposium, along with officials from several federal and state agencies interested in the topics of Border Security, Disaster Response, and Illicit Trafficking. The symposium's overall theme was Joint, Interagency, Inter-governmental, Multinational (JIIM) operations.



Libertad, Paz y
Fraternidad

Freedom, Peace and
Brotherhood

**Western Hemisphere
Institute for Security
Cooperation**

*COL Glenn R. Huber, Jr.,
Commandant*

[www.benning.army.mil/
tenant/whinsec](http://www.benning.army.mil/tenant/whinsec)

Phone: 706-545-1923

WHINSEC
Public Affairs Office
7161 Richardson Circle,
Room 211
Fort Benning, GA 31905-
2507

Curriculum Descriptions

RESIDENT COURSES

Mandatory Democracy and Human-Rights Awareness Training: Every student in every course receives training in the definition, concepts, and historical development of human rights and international humanitarian-law precepts and discusses human-rights case studies. This training is now consolidated under the title “The Profession of Arms Education and Training,” which has the additional components of DoD’s Field Studies Program that introduces students to U.S. democratic institutions and culture, and an Ethics program focused on ethical decision-making.

CMS-1 CIVIL AFFAIRS OPERATIONS MASL B173015

5 Weeks

Exposes students to emerging U.S. military doctrine regarding the mission of civil affairs operations (CAO) and forces for active participation and influence in an operational environment through planning, implementation, and transition of CAO applied to military, law enforcement, interagency, and multinational operations. Training is focused on regional operational realism and includes the transfer of knowledge of the capabilities of CAO in support of the commander at global, regional, and national levels. The course uses practical exercises to emphasize the essential tasks of civil-affairs operations such as interagency coordination for risk assessment and mitigation of crises, the role of security forces in support of civilian authorities, the military decision-making process and analysis methodology, information management, and affected-area assessments as applied to CAO and within the ethical and democratic values shared by partner-nation participants. Instruction includes civil affairs, CAO, civic action, support to civilian authorities, civil defense, and disaster-relief preparation. Training includes a series of practical exercises by federal, state, and local officials involved in disaster assistance. The American Council on Education (ACE) has recommended three university credit hours for this course.

CMS-3 DEPARTMENTAL RESOURCE MANAGEMENT AND LOGISTICS MASL B169355

4 Weeks

Instructs personnel in resource and logistics management concepts, principles, methods, techniques, systems analysis, and decision-making skills culminating with a practical, hands-on resource-management case study. Logistics instruction enhances the understanding of the interrelationships and interdependence among logistics functions and the organizational structure of logistics management. Includes an overview of the Army logistics system using the life-cycle management model as the common thread of the course. The management skills instruction is oriented toward improving the decision-making abilities of the students. The instruction provides knowledge of the techniques and considerations involved for transparent and accountable resource- and logistics-management procedures. Students will visit the Marine Corps Logistics Command Center in Albany, Georgia and the Air Force Logistics Command Center in Warner Robins, Georgia. These experiential field trips provide firsthand knowledge on how civilian companies and defense organizations integrate resources, procedures, and policies to optimize support to the Armed Forces of the United States. ACE has recommended six university credit hours for this course.

CMS-5 HUMAN RIGHTS INSTRUCTOR MASL B166150

3 weeks, 3 days

Qualifies students as human rights instructors at the battalion level; provides a pragmatic approach to the integration of human rights into actual training environments. This course is designed to present a number of techniques for effective teaching and integration of International Human Rights Law and International Humanitarian Law during the training of military and security forces. The course includes in-depth discussions of relevant topics followed by practical exercises. Main subjects include the lawful treatment of all personnel encountered during military and security-force operations; lawful use of lethal and non-lethal force; lawful and

Curriculum Descriptions (Continued)

unlawful orders; international instruments on human rights and humanitarian law; and enforcement of human rights law. It also includes a systematic approach to training human rights by providing a "learning by doing" system that includes case studies, briefings and presentations by the students on human rights and humanitarian law topics, along with performance-oriented instruction by participating in the Engagement Skills Training (EST) Facility, where students apply what they have learned on the lawful use of lethal and non-lethal force in real-life scenarios. ACE has recommended four university credit hours for this course.

CMS-6 PEACE AND STABILITY OPERATIONS MASL B129203

5 Weeks

Prepares students to serve in management and advisory roles at a strategic and operational level. Course material is based on United Nations and U.S. peacekeeping operations (PKO) and stability operations (SO) doctrine. Topics include: Peace Operations (structural, organizational, and doctrinal foundations; operational and legal considerations in support of peacekeeping operations; the United Nations system and the role of the United States in peace operations); Stability Operations (general doctrinal guidelines and instructions in support of stability operations, training students in the mechanisms that the Army uses to conduct full-spectrum operations throughout the spectrum of conflict); Civil Affairs and Humanitarian Assistance (civil-military operations, security measures in support of civilian-protection and humanitarian-assistance operations within different scenarios including, refugee-camp operations, post-natural-disaster relief, etc.); Crisis Management (natural disasters) (contingency planning—the process and procedures to follow in the event of a natural disaster); Election-Support Planning (operational-level planning in support of elections); PKO exercise (peacekeeping operations command-post exercise that integrates students in a staff-officer capacity in support of various scenarios including, elections, natural disasters, and humanitarian-aid operations); Leadership in PKO; Security-Sector Reform (SSR); Simulation Exercise in Peacekeeping Operations (simulation exercise on peacekeeping operations within a United Nations context); and a PKO Seminar. The course includes a staff ride and conference(s) at the United Nations in New York, which allows students to gain an appreciation of the UN's structure and operations. Additional course material includes Democracy and Human Rights and Introduction to Ethics programs of study as well as the Field-Studies Program. ACE has recommended three university credit hours for this course.

CMS-10 INFORM AND INFLUENCE ACTIVITIES (IIA) MASL . B129201

4 weeks, 4 days

Educates mid- to senior- level military officers and selected civilian government officials in Information Operations (IO). The course focuses on teaching approved U.S. Army IO doctrine and joint IO policy guidance. Primary emphasis is on training the students to function as IO staff officers and advisors at the division and joint level. Students learn to plan, organize, and supervise the integration of all resources into effective IO campaigns in military operations in peace and in times of conflict. Students are instructed in the critical roles of public affairs and civic action in command and control (C2) operations as well as the separation of these abilities to ensure institutional credibility, effectiveness, and international legitimacy. The course gives students a common baseline of IO knowledge upon which to correctly and legally employ IO tools and techniques. Students are exposed to five foundational elements of IO-Integration and Coherence; Intelligence and Exploitation; Information Projection; Information Protection; and Organization, Training, and Equipment. The instruction includes a combination of instructor lectures, guest speakers, and guided discussions. The course concludes with a practical exercise focusing on the role of information management in integrated information operations. ACE has recommended six university credit hours for this course.

Curriculum Descriptions (Continued)

DEV-2 ARMY INSTRUCTOR MASL B179117

3 weeks, 1 day

This course consists of performance-oriented training on how to plan, implement and evaluate instruction, including methods of instruction, training aids, communication techniques, control and intervention, testing, and composite risk management among many other subjects integrating the ADDIE process. The course consists of two phases; in the first, students learn theories and concepts related to enhancing their instructional abilities, and in the second phase, students present three presentations of 20, 40, and 50 minutes, implementing what they learned in Phase 1. ACE has recommended three university credit hours for this course.

LDR-1 CADET LEADERSHIP DEVELOPMENT – INFANTRY MASL B179117

4 weeks

Course revolves around evaluations that cadets receive in various leadership positions throughout the course. Levels of leadership, confidence, and team work are measured through instruction in leadership skills, application of leadership training exercises (Army Physical Fitness Test, Combat Water Survival Test, Leaders Reaction Course, Land Navigation, Marksmanship Qualification), and the ability to forge the team-building process during challenging scenarios. The Profession of Arms, human-rights and democracy instruction are implemented throughout all aspects of the training. The fundamentals of U.S. Army Infantry tactics and doctrine are the core principles used to teach, coach, and mentor the cadets throughout the course. Summer iterations include U.S. ROTC, USMA, USNA cadets. ACE has recommended three university credit hours for this course.

LDR-2 CADET PROFESSIONAL DEVELOPMENT MASL B179045

2 weeks

Provides students with hands-on training in the use of computer simulations, night-operations capabilities, and technology demonstrations. Field training consists of infantry tactics and force-on-force operations using the multiple integrated laser system (MILES) to provide students direct feedback and enhance their awareness of leadership challenges in command and control in a tactical scenario. Profession of Arms instruction is provided through classroom and training scenarios involving the laws of war and human rights.

NPME-7 SMALL-UNIT LEADERS MASL B121431

4 weeks, 1 day

Trains enlisted personnel and non-commissioned officers to plan, organize, and conduct basic infantry combat operations in a rural environment at the small-unit (squad) level in accordance with U.S. Army doctrine. The instruction focuses on physical training, leadership, risk assessment, land navigation, and small-unit operations and principles.

NPME-8 NCO PROFESSIONAL DEVELOPMENT MASL . B179115

NPME-8(E) NCO PROFESSIONAL DEVELOPMENT (ENGLISH) MASL . B179116

7 weeks, 3 days

Develops leadership skills required by squad leaders or platoon sergeants. It consists of minimal classroom dynamics and practical application with an intense field-training environment that involves hands-on,

Curriculum Descriptions (Continued)

performance-oriented training. The major subject areas include leadership, training, and warfighting functions. Graduates leave equipped with standards-based, performance-oriented, and battle-focused training that supports squad-level operations; this training provides their units with a leader who can visualize, describe, and execute squad- and platoon-level operations in varied operational environments. The course incorporates recent lessons learned, battle drills, warrior tasks, and a 50-hour situational training exercise (STX). The STX centers on competency, battle-focused combat scenarios, and troop-leading procedures; evaluation centers on students' ability to demonstrate troop-leading procedures in current threat-based scenarios that will enhance their 360-degree assessment. ACE has recommended eight university credit hours for this course.

NPME-9 SENIOR ENLISTED ADVISOR MASL B179118

10 weeks

Designed to impart professional military training and education to the master sergeants and sergeants major of the Western Hemisphere in the areas of the Profession of Arms, Democracy and Human Rights Training, Leadership, National Studies, and Operations at a strategic level in a joint environment through the use of decision-making and critical-thinking scenarios to simplify the duties and responsibilities and increase authority of senior enlisted personnel. The purpose of the course is to assist partner nations from the Western Hemisphere in preparing senior NCOs for the challenges and implications of the operating environment and the current military and law-enforcement missions in relation to the planning, coordination, execution, and assessment of any phase during the operation. Specific areas of study include team-building, communication skills, national military strategy, training management, and operations. Course emphasis is on skills, knowledge, and attitudes required for enlisted senior supervisors to excel in positions of greater responsibility throughout the defense establishment.

OPME-3 MANEUVER CAPTAINS CAREER COURSE MASL B171420

23 weeks

This course mirrors the Maneuver Captains Career Course offered at the Maneuver Center of Excellence (MCOE) Fort Benning, GA, taught in the Spanish language. The objective is to prepare officers to become successful battalion and brigade staff officers, and to successfully assume command and lead their organizations in a joint and multinational environment. The course is designed to educate and train students to become critical and creative thinkers, adaptive, agile and self-confident combined-arms staff officers and commanders capable of performing combat tasks in Unified Land Operations. The course offers the most up to date curriculum consisting of three phases; Common Core, Company and Battalion Phase; resulting in mastery of branch-specific technical and tactical skills, staff processes in battalions and brigades, direct leadership and command competencies, and initial broadening opportunities in preparation for the transition to Major. Provides MEL-F certification for U.S. officers. ACE has recommended nine university credit hours for this course.

OPME-4 INTERMEDIATE-LEVEL EDUCATION COURSE MASL B171425

47 weeks

This course is designed to educate and train intermediate-level Army, sister-service, and partner-nation officers to be prepared to operate in full-spectrum Army, joint, interagency, and multinational environments as field-grade commanders and staff officers. The ILE Course curriculum combines the doctrine and principles of combat-service-support functions. Students will become familiar with doctrine, tactics, and staff procedures, apply techniques, and are capable of serving as members of, or leading, a high-performing staff organization. The course also includes an orientation tour of the United States, during which students visit major military

Curriculum Descriptions (Continued)

installations, service schools, and Washington, D.C. Academic content is oriented to the university and post-graduate levels of instruction. The Department of the Army has accredited this course as equivalent to the U.S. Army Intermediate-Level Education Course presented at Fort Leavenworth, Kansas. U.S. students attending the WHINSEC ILE Course receive MEL-4 and Joint Military Professional Education (JMPE) Phase 1 designation upon graduation. The course also offers the opportunity to qualified students to complete their master's degrees through any civilian university, or to complete a Master in Military Art and Science (MMAS) from CGSC concurrently in Spanish or English while attending the ILE course at WHINSEC. The American Council on Education (ACE) has recommended twenty (20) university credit hours for this course and the North Central Higher Learning Commission (NC HLC) has approved WHINSEC as a site to offer the MMAS to its ILE students.

OPME-5 JOINT OPERATIONS MASL B121430 8 weeks

In this course field-grade officers train to function as officers in joint and multinational operations. The instruction includes national-security strategy, military instruments of power, joint planning, crisis-action planning, regional-contingency planning, and practical exercises in joint operations. ACE has recommended six graduate credit hours for this course.

TAC-6 COUNTERDRUG OPERATIONS MASL B121427 8 weeks

Provides comprehensive and specialized training in counternarcotics-interdiction operations at the tactical level. All instruction is developed to enhance leadership, planning, and application of counternarcotics operations in both urban and rural environments. Realistic and demanding field-training exercises (FTX) are conducted during the course to allow students to develop operational skills through performance-oriented training under challenging conditions. Throughout the course, human rights and democracy instruction is interwoven within each scenario and FTX. The U.S. Department of Homeland Security Counternarcotics Division teaches intelligence preparation, information analysis, and controlling borders within areas of operations. The course culminates with a joint counternarcotics operation at Stennis Space Center, Mississippi, with the Naval Small-Craft Instruction and Technical Training School (NAVSCIATTS). ACE has recommended nine university credit hours for this course.

TAC-7 MEDICAL ASSISTANCE MASL B175350 8 weeks, 1 day

Develops medical skills required of personnel serving in military or security-force units. Major subject areas include basic lifesaver measures, force health protection, treatment of complicated injuries, fluid replacement, splinting, cardiopulmonary resuscitation, combat trauma treatment, invasive skills, limited primary care, combat evacuation, physical fitness, water survival, and land navigation. ACE has recommended three university credit hours for this course.

TAC-8 ENGINEER OPERATIONS MASL B174500 5 weeks

Provides instruction to students in the use of conventional demolition charges in humanitarian demining operations as well as in the techniques employed by military engineer units in support of counterdrug operations. The course covers the following topics: physical training, basic military skills, basic engineering skills and pathfinder operations. ACE has recommended three university credit hours for this course.

Curriculum Descriptions (Continued)

TAC-10 OPERATIONAL INFORMATION ANALYST MASL B129202

10 weeks

Selected international security and defense personnel will train in a multicultural atmosphere at the operational-analyst level, equipping students with an understanding of intelligence-analyst duties. The course will provide a foundation in critical thinking and analysis, with a joint perspective on duties and responsibilities when working in a counter-illicit trafficking operational environment. Students will have a greater understanding of urban intelligence preparation of the battlefield, asymmetric warfare, utilization of battlefield forensics for document and site exploitation, and other analytical tools and processes which will enhance a commander's situational awareness in a nonconventional tactical environment. ACE has recommended eight university credit hours for this course.

NON-RESIDENT COURSES

Mobile Training Teams (MTT) conduct courses in partner nations requesting them. MTT are available when the responsible teaching department does not have a resident course in session.

MTT-1 JOINT OPERATIONS MASL B302026

2 weeks

Trains students to the joint, multinational, and interagency environment and in the doctrinal and theoretical concepts required to perceive, understand, and analyze strategic-level military problems and challenges. Also, through extensive use of the Universal Joint Task List (UJTL), the students' focal point is on analyzing and synthesizing the fundamentals of operational art and operational design concepts and applying joint operational-planning processes in both contingency and crisis-action planning environments. ACE has recommended two graduate credit hours for this course.

MTT-2 BATTALION AND BRIGADE STAFF OPERATIONS MASL 3202027

2 weeks

Develops battalion- and brigade-level staff-planning skills in senior company-grade or junior field-grade officers by conducting multiple practical exercises. The training primarily focuses on instruction in combined-arms doctrine, tactics, techniques, and procedures; warfighting functions; the operations process; the military decision-making process; intelligence preparation of the battlefield; logistics; writing and presentation of operations orders and plans; staff-officer training; information management; and intelligence. ACE has recommended two university credit hours for this course.

MTT-3 NCO PROFESSIONAL DEVELOPMENT MASL B305002

2 weeks

Trains selected noncommissioned officers to lead, train, and direct subordinates at the squad and platoon levels. Instruction focuses on leadership, training management, and battle-staff planning. ACE has recommended two university credit hours for this course.

Curriculum Descriptions (Continued)

MTT-4 HUMAN RIGHTS INSTRUCTOR MASL B30900

2 weeks

Qualifies students as human rights instructors at the battalion level and provides a pragmatic approach to the integration of human rights into actual training environments. Includes in-depth discussions of relevant topics followed by practical exercises. Topics to be explored incorporate a human rights core block of instruction including ethics, the Just-War Doctrine, the historical development of human rights, case law, pertinent documents and principles, the relationship between human rights and the law of armed conflict, and case studies on historical events. ACE has recommended two university credit hours for this course.

MTT-5 PEACE AND STABILITY OPERATIONS MASL B309002

1 week

Familiarizes students with emerging doctrine and current tactics and procedures for United Nations peace operations (PO). Training will encompass the role of civilian controls on military operations and the varying roles civilian non-governmental organizations have in supporting peace operations.

MTT-6 INSTRUCTOR TRAINING MASL B309003

2 weeks, 3 days

Provides students with the theory and practice of concepts, methods, techniques, and technology of performance-oriented training. This course teaches how to develop, prepare, and present instruction. Students learn how to develop plans and tests to measure learning. ACE has recommended three university credit hours for this course.

MTT-7 MEDICAL CASUALTY ASSISTANCE MASL B309004

1 week, 2 days

Trains non-specialized military, security-force and civilian personnel as first responders to apply advanced field medical care in support of disaster-relief, humanitarian assistance, counterdrug, and counter-narcoterrorism operations. The instruction covers: triage and casualty evacuation, evaluating and treating casualties, first aid, treating penetrating chest trauma, control of bleeding, saline lock and intravenous fusion, injections, aerial medical evacuation (MEDEVAC), evacuating casualties using a SKED or improvised litter, and includes a litter obstacle course. ACE has recommended one university credit hour for this course.

MTT- 8 COUNTERDRUG OPERATIONS MASL B309005

2 weeks

Trains qualified counterdrug personnel to plan, lead, and execute platoon operations in support of law enforcement, applying U.S. tactics, techniques, and procedures to various counterdrug operational situations. Planning focuses on the platoon level and below with emphasis on individual skills and squad operations. This entails operating in a rural, semi-permissive, or non-permissive environment in order to subdue and apprehend suspects and secure a crime scene. Key subject areas include: basic first aid, troop-leading procedures, urban operations, patrolling, basic and advanced rifle marksmanship, and combatives.

Curriculum Descriptions (Continued)

MTT-10 OPERATIONAL ANALYST MASL B309005

2 weeks

Trains students at the operational analyst level on their duties and responsibilities when working in an illicit-trafficking environment. The main subject areas for the course are intelligence duties and responsibilities in tactical intelligence, intelligence preparation of the battlefield, symbology, map reading and analysis procedures.

Professional Resources



COL Glenn R. Huber, Jr.
Commandant

Col Huber came to WHINSEC in July 2010 following a tour as Chief of Staff, Iraq Security Assistance Mission, U.S. Forces – Iraq. He has served as Army Attaché to the Republic of Chile, U.S. Defense and Army Attaché to the Dominican Republic, and interim Defense Attaché to Nicaragua. He has a Master of Management degree from Florida Institute of Technology .

For information regarding WHINSEC's professional resources, contact the Directorate of Operations and Training Support; LTC Jesus Chong (jesus.c.chong.mil@mail.mil -- ph 706-545-9249).



GLOBAL CENTER STAFF

Director: Dr. James J. Wirtz, Ph.D.

Executive Director: COL (Ret) Tom Ellzey

Operations Officer: Warren Hoy

Academic and Knowledge Manager: Chamnan Lim



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